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This report, second in a three part series, surveys the educational activities administered by Federal agencies. It describes each program and summarizes the activities including data on funds obligated for them. Such activities are construed to include: (1) educational activities which are a Federal responsibility as indicated by statute or other authority; (2) educational or training programs which the Federal Government operates or supports; and (3) Federal activities which provide education similar to other institutions. Included also are the educational programs of international organizations in which the United States participates. Two types of research programs are covered: (1) those carried out entirely or partly by institutions of higher education under contract with Federal agencies, and (2) those carried on by institutions, particularly land grant colleges through their experiment stations, in cooperation with Federal agencies, or vice versa. The Appendix is a chart of Federal monies for education programs administered by the Office of Education during Fiscal Year 1967. (dm)

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FEDERAL EDUCATIONAL POLICIES, PROGRAMS AND PROPOSALS

A SURVEY AND HANDBOOK

Part II SURVEY OF FEDERAL EDUCATIONAL ACTIVITIES

PREPARED IN

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BY

CHARLES A. QUATTLEBAUM

Specialist in Education



DECEMBER 1968

Printed for the use of the Committee on Education and Labor
CARL D. PERKINS, Chairman

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FEDERAL EDUCATIONAL POLICIES, PROGRAMS, AND PROPOSALS

Part II. Survey of Federal Educational Activities

CHAPTER 1. INTRODUCTION

A. PURPOSE OF PART II

The purpose of part II of this study of Federal educational policies, programs, and proposals is (1) to survey the educational activities administered by Federal agencies; (2) to describe the programs individually; and (3) to summarize these activities, including data on funds obligated for the respective programs as well as general descriptive information. The aim is to review all the relevant activities, setting forth their educational purposes or connections, in a volume designed mainly for use as a reference work.

A further purpose of this part of the study is to lay a foundation for the analysis and classification of Federal educational programs which will comprise part III of this report dealing with the methods of administration, the levels of education concerned, the geographic areas affected, and the number and types of persons affected by each of the programs. An incidental purpose of part II is to afford a basis for possible future studies of specific types of educational or training activities, or for more detailed studies of particular programs, such as some of the larger ones established by the Congress within the last several years.

The general purpose of the entire three-volume study has been set forth somewhat in detail in the introduction to part I. In brief review, it is to make readily available to the Committee on Education and Labor, and to the Congress in general, a compilation, analysis, and summary of certain basic information relevant to legislative decision on educational issues before the Congress. The study is designed particularly to afford a background for congressional determination of future policies of the Federal Government respecting the establishment and administration of Federal educational programs.

B. DEFINITION OF EDUCATIONAL ACTIVITIES

"Webster's New International Dictionary of the English Language," second edition, unabridged, 1959, defines the word "education" as meaning specifically "the impartation or acquisition of knowledge, skill or discipline of character." The dictionary lists "training" as a synonym of "education." It defines the word "educational" as meaning—

of, pertaining to, engaged in, or subserving education; dealing or associated with education; belonging to or applied to the field of education.

(1)

The Federal activities reviewed in the following pages are comprised within the range of this definition of the term "educational."

C. PERIOD COVERED BY THIS SURVEY

This study relates principally to the fiscal year 1967—the latest fiscal year for which data were available at the start of the survey. The year 1967 was one of particular interest in the history of American education. In opening the hearings on the elementary and secondary education amendments of 1967, Chairman Carl D. Perkins of the Committee on Education and Labor pointed out:

It is entirely appropriate that these hearings open on this day, March 2, 1967. This is a landmark day for education. It marks the centennial anniversary for both the U.S. Office of Education and Howard University. This committee has legislative jurisdiction over both.

D. INCLUSIONS AND EXCLUSIONS

For the purpose of this study the term "Federal educational activities" has been construed to include all activities of the following types, among which there is some overlapping: (1) educational activities which are a Federal responsibility, as indicated by statute or other authority; (2) educational or training programs which the Federal Government operates or supports; (3) Federal activities which directly affect, or operate through, or provide education similar to that provided by the regular public or private elementary and secondary schools, colleges, and universities engaged in the general and specialized academic, vocational, and professional education of the youth and adults of the United States, and its possessions.

Generally excluded from the present report are mass instructional programs such as the issuance of news releases and other publications. Although these activities may be encompassed within the dictionary definition of the term "educational," as a whole they are possibly more "informational" in nature. Many Federal agencies distribute copies of their instructional and informational publications to institutions of various kinds, to libraries, and to individuals. The preparation and distribution of such materials is a major activity of the Government. In some cases it comprises or is an essential part of an extension service or other large educational program of an agency, and is here included in the report on the activities of that agency.

The sale and distribution of publications by the Government Printing Office and by the Library of Congress are herein reported. These agencies carry out certain unique operations in this field, which are perhaps somewhat more definitely "pertaining to," "subserving," or "associated with" education than is the distribution of publications by Federal agencies in general.

Generally excluded from this study are the services of libraries of Federal agencies which principally confine the use of their collections to the personnel of those agencies. While these services undoubtedly contribute to the training of employees and are in other respects "educational," because of their limitations they appear to constitute an appropriate subject for separate study.

The services of these libraries are nevertheless of much educational importance. Particularly so are their bibliographic activities and aids to researchers.

Included in this report are the extensive educational activities of a number of international organizations in which the United States participates.

In general the data appearing in this report are for the fiscal year 1967. Unless otherwise indicated, data given on obligations for that year exclude obligations for construction. The study does not usually cover programs operated prior to or after but not activated during the fiscal year 1967.

Data given on the obligations for most of the programs, and particularly figures on total obligations, if quoted from this report without accompanying explanations, may be misleading. While the expenditures are for "educational" programs as comprised within a dictionary definition of the term, they are often not solely for education, which frequently is not the primary objective of these activities. Often it is a case of the utilization of education or of educational institutions to accomplish other objectives.

Two types of research programs are principally included in this report; namely (1) those carried out entirely or partly by institutions of higher education under contract with Federal agencies, and (2) those carried out by institutions of higher learning, particularly land-grant colleges through their experiment stations, in cooperation with Federal agencies or by the agencies with cooperative aid from the colleges. In some cases research in one or another of these categories is inseparably involved in the whole research program of an agency, and the entire program is reported herein.

The relationships of even "pure" research and education are so close that the two are practically inseparable. Research advances the frontiers of learning. It is basic to education because it furnishes the new facts to be taught.

Research constitutes a major part of the work of the larger colleges and universities. Besides giving instruction, institutions of higher education generally perform the parallel functions of constantly renewing and verifying knowledge and discovering new knowledge. Learning would soon grow sterile without the research carried on by the scholar-teachers in colleges and universities.

As professors carry on research they utilize their graduate and sometimes undergraduate students to help them. Thus they train these students to become research workers.

Besides yielding Government bureaus useful information from fundamental research, which is the principal interest of the bureaus, Government contracts for research often enable institutions of higher learning to engage in research programs which they might not otherwise be able to conduct. Students of the colleges generally have available to them the expert advice of Federal bureaus carrying out research projects in cooperation with the educational institutions. In some cases the Federal experts assist in classroom instruction. Frequently the findings from research are included in textbooks. Work done on Federal research projects by graduate students often serves as the basis for their graduate theses.

Thus, reverting to a consideration of the dictionary definition of the term "educational," the research programs included in this study are not only "subserving education," they are also "associated with education," and are "applied to the field of education."

E. PROCEDURES IN OBTAINING AND REPORTING THE DATA

The letter of inquiry sent to each Federal agency requested information concerning all of its educational programs and explained in detail the kind of information sought. However, each agency made its own determination as to which of its programs should be reported in this document. Likewise each agency determined the extent of information given concerning each activity.

In many cases decision was difficult as to whether a given activity should be reported as being "educational." Borderline cases, of course, arose for consideration. Frequently a Federal activity has several objectives and various ramifications with respect to each of them. In many cases the primary object of a program included in this study is noneducational, although the activity is of much educational significance. It is recognized that agreement could probably not be obtained among the readers of this report regarding the degree to which some of the reported activities are educational in nature. Particularly is this true with respect to obligations or expenditures for educational purposes. Opinions as to the purposes for which funds are expended vary widely.

Often the determination of inclusion or exclusion of a program was difficult not only in terms of concepts but also in terms of these expenditures. Many of the activities are not supported by separate appropriations but are financed from funds appropriated for more general purposes. Frequently it was difficult and in some cases impossible to isolate the expenditure for the educational phase or phases of the activity.

In reporting these activities, the author has endeavored to maintain consistency in style and form of the accounts of the individual programs. For this and other reasons, numerous condensations, supplements, and other adaptations of the information supplied by agencies in response to the original inquiry have been made. The data given on the legal authorizations for the programs and the fiscal data are, however, herein transcribed as reported by the respective agencies.

Generally, the final reports on the activities appearing in this volume have been approved within the respective agencies concerned. Without the cooperation of persons familiar with the particular program under study in each instance, the preparation of this report would have been impossible.

CHAPTER 2. PROGRAMS OF THE DEPARTMENT OF STATE

A. INTRODUCTION AND SUMMARY

Several constituent agencies of the Department of State conduct programs that are concerned with education and/or with educational institutions. These activities may be summarized for each of the administrative units of the Department as follows:

Programs of the Bureau of Educational and Cultural Affairs.—Under the direction of an Assistant Secretary of State, the Bureau of Educational and Cultural Affairs administers the Department of State's international program of educational and cultural exchange. This program consists mainly of grants to individuals and institutions of higher learning. Authorized in 1946 by the Fulbright Act, it was extended in 1948 by the Smith-Mundt Act and, since 1961, has operated under the authority of the Mutual Educational and Cultural Exchange Act of 1961 (known as the Fulbright-Hays Act). This act consolidated and expanded previous legislation governing the program.

The Assistant Secretary for Educational and Cultural Affairs has, as delegated to him by the Secretary of State, "primary responsibility for Government-wide leadership and policy guidance with regard to international educational and cultural affairs," as well as the responsibility for providing a liaison between the Department and the many nongovernmental organizations engaged in international educational and cultural activities.

Educational and cultural relations are now recognized as an integral part of U.S. foreign policy objectives. The program administered by the Bureau of Educational and Cultural Affairs is designed (quoting from the statement of purpose of the Fulbright-Hays Act) :

- (1) To increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange;
- (2) to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world;
- (3) to promote international cooperation for educational and cultural advancement; and thus
- (4) to assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world.

While most of the program activity is in the area of academic exchange—exchanges of research scholars, teachers, lecturers, and university students participating in formal academic programs and seminars—there are many other facets to the program. They include the following:

American specialists program.—Americans who are specialists in and representative of such diverse aspects of the American community as science, law, journalism, medicine, and athletics go abroad for short periods of lecturing and consultation with their counterparts and with students in other countries.

International visitors program.—Foreign leaders (including youth leaders) and specialists in many fields—national and local government, the judiciary, education, communications media, labor, youth organizations, women's affairs, and others—come to the United States for short periods of observation and consultation under individual, multi-national, and jointly sponsored programs.

Cultural presentations program.—Selected performing artists and athletes, individually and in groups, tour abroad to demonstrate the cultural interests, developments, and achievements of the people of the United States.

Aid to American-sponsored schools abroad.—Under a program administered by the Office of Overseas Schools of the Department of State, financial assistance is given to independent overseas elementary and secondary schools founded, operated, or sponsored by U.S. citizens or nonprofit U.S. institutions. These schools function as demonstration centers for American educational techniques.

Special educational and cultural projects.—These provide opportunities for cooperation between American and foreign educational and cultural institutions through the establishment of area study centers in other countries, promotion of American studies abroad, and various other projects.

Relationships with international organizations.—The Bureau of Educational and Cultural Affairs is responsible for formulating U.S. policies relating to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and other multilateral organizations working in the educational and cultural field.

Grants-in-aid.—Grants are made to various private organizations and educational institutions engaged in educational and cultural exchange activities.

Reception centers.—In six major U.S. cities, employees at the reception centers meet foreign visitors upon their initial arrival in the United States, assist them through the formalities of the ports of entry and, in cooperation with voluntary community organizations, plan programs for them.

Approval of sponsors for exchange-visitor programs.—The Bureau of Educational and Cultural Affairs "designates" qualified and reputable U.S. institutions—universities, hospitals, research institutes, and business and industrial concerns—which apply for approval as sponsors for exchange-visitor programs.

Assistance to voluntary programs.—Nonfinancial assistance, ranging from making appointments and giving briefings to providing policy and procedural guidance, is given to private individuals, groups, organizations, and educational institutions interested in educational and cultural exchange.

The programs of the Bureau of Educational and Cultural Affairs, frequently undertaken in cooperation with educational institutions both in the United States and in foreign countries, affect educational institutions at every level—elementary schools through advanced institutions—and have made significant contributions in the field of education itself. Since 1946, over 88,500 schools in the United States and nearly 12,500 schools abroad have participated in this program by either receiving foreign teachers or sending their own teachers abroad. Each year an increasing number of colleges and universities, which have played a leading role in the program since its inception, are

participating in international educational exchange. Today, more than 254 of them take part in sponsoring undergraduate study abroad programs. During the 1966-67 academic year, 100,262 foreign students were reported enrolled at U.S. institutions of higher learning (less than 10 percent of them sponsored by the U.S. Government) and 1,797 U.S. colleges and universities reported foreign students enrolled.

The Department of State's exchange program has created a worldwide binational and multinational exchange mechanism built on public-private cooperation, which provides the foundation for a continuing and strengthened program in the years ahead. Originally limited to exchanges with Latin American countries, the program now involves exchanges with over 130 countries and territories. In the course of its first 20 years, the program has reached millions of people to whom the more than 100,000 participants have made known, both informally and formally, what they have learned.

Program of the Foreign Service Institute.—The Foreign Service Institute is engaged in two major activities—the orientation of new departmental employees and the training of home and field service officers in the field of foreign affairs, both of which are designed to increase the effectiveness of State Department personnel. The purpose of the first activity is to give all new employees, from the near-top executives to typists, a closer insight into the work of the Department and to aid them in acquiring basic information on both the substantive and procedural aspects of departmental work. The purpose of the second activity is to build up the effectiveness of the Department and the Foreign Service through the progressive development of a well-trained and competent professional corps of Foreign Service officers. Special attention is given to helping these officers acquire a better understanding of political, strategic, and economic factors in foreign relations, and improve their skill in foreign languages. The staff of the Foreign Service Institute is assisted in its training of Foreign Service personnel by visiting lecturers and professors and through utilization of specialized training courses at leading universities.

Programs of the Agency for International Development.—Activities of the Agency for International Development (AID) in the field of education as defined in the introduction to this survey are authorized by the Foreign Assistance Act of 1961 as amended. Section 211 of this act, in particular, authorizes the technical cooperation program which includes the bulk of AID's activities in this area. Certain educational activities also are or may be carried out by AID under the authority of section 201, covering development loans; under section 214, covering assistance to American schools and hospitals abroad; as well as under section 214, providing for educational research; and section 401 covering supporting assistance. Finally the Foreign Assistance Act provides for U.S. contributions to the United Nations expanded technical assistance program and various other multilateral programs, which in turn, perform educational activities in the international sphere. AID also carries out certain relevant activities utilizing U.S.-owned currencies derived from Public Law 480, the Agricultural Trade and Development Act. Transactions under the authority of that act are spelled out by Executive order.

The purpose of the technical cooperation program is stated in section 211(b) of the Foreign Assistance Act, as follows:

In countries and areas which are in the earlier stages of economic development, programs of development of education and human resources through such means as technical cooperation shall be emphasized, and the furnishing of capital facilities for purposes other than the development of education and human resources shall be given a lower priority until the requisite knowledge and skills have been developed.

The basic method of administration of all elements of the AID program, as required by the authorizing legislation, involves the following broad steps: (a) The cooperating country and the United States sign a basic bilateral agreement, under which the United States undertakes to provide assistance for the purposes set forth in the legislation and the cooperating country assumes certain responsibilities with regard to sharing the cost of activities, making effective use of the assistance given, and other relevant matters; (b) Under this agreement, the cooperating country requests assistance on specific activities or for specific purposes; (c) AID reviews such requests and agrees to provide the approved assistance within certain agreed financial and other limitations; (d) AID provides the requested assistance, either by making financial resources available to the cooperating country with which to acquire the specified goods or services for itself, or by providing the goods or services in kind.

Within this broad pattern, the methods of administration vary from country to country and within the various types of assistance involved.

Obligations for the programs, fiscal 1967.—Total determinable obligations of the Department of State, including AID, for programs described in this report for fiscal year 1967 amounted to \$270,338,433. This figure includes \$26,958,057 in foreign currencies, and \$2,941,849 in reimbursements from other Federal Government agencies.

B. PROGRAMS OF THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

1. INTERNATIONAL EDUCATIONAL EXCHANGE PROGRAM

Purpose.—The basic purpose of this program is (quoting from the Fulbright-Hays Act) "to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange."

History and description.—An educational exchange program between the United States and Latin America was initiated in 1936 under the Convention for Promotion of Inter-American Republics, later ratified by 16 of the American Republics. Under the Act for Cooperation with other American Republics, the program was expanded to include an exchange of students, trainees in government and industry, teachers, professors, and specialists with all of the other American Republics.

The U.S. program for the international exchange of university students, teachers, lecturers, and research scholars was augmented in 1946 with the passage of the Fulbright Act. This act, which authorized exchanges of scholars financed by the sale of surplus U.S. war materials abroad, proposed a program significantly different from overseas scholarships available up to that time. These differences continue to characterize it today.

Specifically, the act authorized a program that was (1) operated on a truly international basis; (2) definitely a two-way exchange; (3) bi-

lateral, based on formal exchange agreements between the United States and each participating country and administered in each of these countries by a binational educational "foundation" or "commission" established under the terms of the agreement; and (4) administered by the Government, but supervised by a presidentially appointed public Board of Foreign Scholarships, to consist of distinguished Americans from the academic and cultural community.

As the exchange program grew, three things became apparent to the Department: First, that exchanges could not and should not be limited to the original 22 countries; second, that funds from the sale of war materials would soon be used up; and third, that an effective exchange program could not be run on foreign currencies alone.

The Smith-Mundt Act (U.S. Information and Educational Exchange Act of 1948) made possible some educational exchange in countries other than those whose governments had signed exchange agreements. This act also authorized the use of dollar funds for the exchange program. Section 514 of the Mutual Security Act of 1954, as amended, authorized the reservation and use for educational exchange activities of foreign currencies owned by the United States, regardless of the source of origin. The passage of the Agricultural Trade Development and Assistance Act of 1954 opened up a new source of funds for financing educational exchange.

The Mutual Educational and Cultural Exchange Act of 1961 (commonly known as the Fulbright-Hays Act) consolidated and expanded previous legislation governing the exchange of persons program, and included the joint resolution authorizing the use of World War I debt repayment by Finland for exchanges between the United States and Finland.

This program now includes exchanges with more than 130 countries and territories. Forty-nine countries have signed educational exchange agreements with the United States under the authority of the Fulbright Act and the Fulbright-Hays Act. Binational educational foundations or commissions have been established in 48 of these countries.

In keeping with the provisions of the Fulbright-Hays Act, proposals have now been made to most of the Western European governments with which binational educational exchange agreements are in force that they provide financial support to the binational programs. By the end of the fiscal year 1967, new or revised binational agreements providing for such financial support had been signed with nine Western European countries, Australia, and Israel.

The program's principal activity now, as at the outset, is the individual exchange of students, including young artists and musicians, and of teachers, research scholars, and lecturers. Grants are awarded to citizens of the United States and of other countries in over 150 specific fields.

During the period 1949 to June 30, 1966, a total of 31,309 foreign nationals received grants under the Department of State's program for university study in the United States and 13,695 American university students studied abroad; 9,669 teachers from abroad taught in this country or participated in development programs and 5,463 American teachers taught in foreign elementary and secondary schools or participated in seminars; 8,990 scholars from other lands lectured or

pursued research here and 8,257 of their American counterparts were similarly engaged abroad.

Individual academic exchanges have become related to projects or themes of special mutual interest to each country and the United States. Some of these are the fostering of American studies abroad and of area and international studies in U.S. colleges and universities, the support of English-language teaching in foreign countries, specialized "teacher development" training for foreign nationals, and sponsoring seminars both in the United States and abroad.

In education, the international educational exchange program has become an established service offered by the U.S. Government to qualified American teachers and scholars, as well as an integral part of the U.S. educational system.

In fiscal year 1967, the Department of State made new or extended already existing grant agreements with 41 American educational institutions, including the American University of Beirut and the Bologna Center of Johns Hopkins University, to assist in the international educational exchange program. During this same period, a total of 9,811 persons received grants involving exchanges with 130 countries and dependent areas.

Legal authorization.—Convention for the Promotion of Inter-American Cultural Relation, December 23, 1936; Convention on Inter-American Cultural Relation, 1954; Public Law 355, 76th Congress; Public Law 565, 79th Congress; Public Law 480, 83d Congress, as amended; Public Law 665, 83d Congress; Public Law 86-472; Public Law 87-256.

Obligations, fiscal year 1967.—Exchange of persons, \$34,977,021; special educational and cultural projects, \$720,549; aid to American-sponsored schools abroad \$2,899,931; multilateral organizations activities, \$477,891; cultural presentations program, \$1,606,397; program services costs, \$7,146,572; administrative expenses, \$2,491,765; total \$50,320,126 (including \$26,958,057 in foreign currencies and \$3,038,999 paid to nongovernmental organizations for contractual services). These figures, which represent the obligations for the total international educational and cultural exchange program, are subject to final adjustment. Those figures given for program operations under the sections dealing with the cultural presentations program and exchanges with countries of Eastern Europe are included here.

2. CULTURAL PRESENTATIONS PROGRAM

Purpose.—The purpose of this program is to increase mutual understanding between the people of the United States and the peoples of other countries by demonstrating abroad the scope and depth of the performing arts and sports in the United States, and their contribution to our country's overall cultural achievements.

History and description.—The President's special international program for cultural presentations was initiated in July 1954, and operated on an emergency basis until August 1, 1956. On that date, Congress enacted the International Cultural Exchange and Trade Fair Participation Act of 1955, now incorporated in the Fulbright-Hays Act of 1961.

One of the means by which the Department of State endeavors to achieve the purpose of the Fulbright-Hays Act is to use appropriated

funds to sponsor (quoting from the act) "tours in countries abroad by creative and performing artists and athletes from the United States, individually and in groups, representing any field of the arts, sports, or any other form of cultural attainment" and "U.S. representation in international artistic, dramatic, musical, sports, and other cultural festivals, competitions, meetings, and like exhibitions and assemblies."

From the beginning of the program until June 30, 1967, 407 tours of performing artists and athletes, in groups and individually, were assisted for performances in a total of 125 countries.

Typical examples of tours assisted during fiscal year 1967 were the Cincinnati Symphony Orchestra tour of 15 countries in Europe, Eastern Europe, the Near East, and East Asia; the Paul Taylor Dance Company tour of 12 countries in the Near East and East Asia; the Sacramento Musical Theater-in-the-Round tour of eight countries in Latin America; the Eastman Brass Quintet tour of 12 countries in Latin America; the New York Brass Quintet tour of six countries in Europe and Eastern Europe; the Boston Symphony Chamber Players tour of the Soviet Union and two other countries in Europe; the Marian William Trio tour of eight countries in the Near East and Africa; the Randy Weston Sextet tour of 12 countries in Africa; the New England Conservatory Chorus tour of the Soviet Union and Portugal; and the Georgia State College Brass Ensemble tour of eight countries in the Near East. In addition, eight sports teams, representing basketball, track and field, swimming and diving, and tennis, and 12 individual artists, including pianists, folk singers, violinists, and dancers, toured, respectively, a total of 27 and 46 countries in Europe, Africa, the Near East and East Asia, and Latin America.

Legal authorization.—Public Law 87-256, 87th Congress.

Obligations, fiscal year 1967.—Program operations \$1,606,397.

3. EXCHANGES WITH COUNTRIES OF EASTERN EUROPE¹

Purpose.—The purpose of this program is to contribute to the development of mutual understanding between the people of the United States and the peoples of the Eastern European countries.

History and description.—This program began in fiscal year 1957 and has grown steadily up to the present time. On January 27, 1958, the United States and the Soviet Union concluded an agreement providing for reciprocal exchanges, in the year 1958 and 1959, in the cultural, technical, and educational fields. This agreement was regarded in the Department of State as a significant forward step in the improvement of mutual understanding between the people of these two nations.

After the inception of the United States-Soviet academic exchange program in 1958, four similar agreements were signed: in 1959, 1962, 1964, and 1966. As a result of these five agreements, 263 U.S. graduate students attended 13 Soviet universities while 268 Soviet graduate students studied at 45 U.S. universities. Other exchanges, many of which involved educational institutions in both countries, included groups of educators, student editors, artists, musicians, writers, athletic groups, and cultural presentations. Agreement was also reached re-

¹ Yugoslavia, which has a formal educational exchange agreement with the United States under the authority of the Fulbright-Hays Act, is not included in this section.

garding exchanges of films, film personalities, and TV and radio programs, although not all of these have materialized.

As a part of the U.S.-U.S.S.R. Exchange Agreement for 1966-67, simultaneous agreements were negotiated between the National Academy of Sciences of the United States and the Academy of Science of the U.S.S.R., as well as between the American Council of Learned Societies and the Academy of Sciences of the U.S.S.R. These agreements provide for the continuance of contacts between American and Soviet scientists and scholars through exchanges of delegations and of individual research specialists.

Exchange programs with the other Eastern European countries mentioned in this section are conducted without comprehensive inter-governmental agreements such as the one between the United States and the Soviet Union. However, a formal framework for educational and cultural exchanges with Romania has existed since 1960 through biennial exchanges of diplomatic notes. This arrangement for exchanges, first provided for in an exchange of notes between the two Governments on December 9, 1960, has been renewed four times, the most recent being February 18, 1967. On that date, agreement was also reached on a program for specific exchanges for 1967 in the fields of education, science, technology, public health, performing and creative arts, exhibits, films, radio and television, books and publications, sports and tourism.

Educational and cultural exchange programs with Poland, Czechoslovakia, Bulgaria and Hungary are conducted partly on the basis of ad hoc arrangements involving intergovernmental negotiations in individual cases and partly through arrangements by private American citizens or organizations which operate independently.

The Department of State's exchange programs with Eastern Europe are intended primarily to complement those exchanges which are arranged privately. In some instances, exchange projects which are not wholly sponsored by nongovernmental organizations are financed or assisted under the Department's program of international educational and cultural exchange.

Legal authorization.—Public Law 87-256, 87th Congress.

Obligations, fiscal year 1967.—Exchanges with Eastern European countries are financed through the regular budget allocations for Europe, although the Eastern European portion of this budget is a separate entity.

Those projects which are not wholly sponsored by nongovernmental organizations are, in some cases, financed or assisted under the international educational and cultural exchange program of the Department of State. Program operations (excluding Yugoslavia), \$973,862. (Administrative expenses are included in the total administrative expenses for the Bureau of Educational and Cultural Affairs.)

C. PROGRAM OF THE OFFICE OF THE DEPUTY UNDER SECRETARY FOR ADMINISTRATION

1. OPERATION OF THE FOREIGN SERVICE INSTITUTE

Purpose.—The purpose of the Foreign Service Institute is to furnish training and instruction to officers and employees of the Foreign Service and the Department of State, and to other officers and em-

ployees of the Government for whom training and instruction in the field of foreign relations is necessary. The Institute also provides appropriate orientation and language training to members of the families of officers and employees of the Government in anticipation of the assignment abroad of such officers and employees, or while they are abroad.

History and description.—Authorization for the Foreign Service Institute was included in the Foreign Service Act of 1946. The Institute was formally established on March 13, 1947, absorbing the training programs for departmental employees and Foreign Service personnel previously conducted by the Division of Training Services of the Department of State. In the fiscal year 1967 the Institute accepted over 19,000 enrollments—about half in the United States, the rest abroad—in full-time, part-time and extension programs.

About 45 percent of the staff and financial resources of the Institute are devoted to language training, at Institute headquarters in Washington, and abroad at three language schools and 202 posts. The balance of training covers a wide spectrum of offerings: the senior seminar in foreign policy for a select group of senior officers; intensive area and country studies programs for officers preparing for assignments abroad; a series of short professional courses ranging from general career training programs with emphasis on high-level professional instruction to training for personnel working in functional fields; a seminar on problems of modernizing societies beset by active or potential Communist-inspired insurgency; a special course of training for officers assigned to civilian pacification work in Vietnam; and a variety of university training programs, such as senior fellowships, special course study, and after-hours study at colleges and in Government special training programs.

The Institute designs some of its programs in direct response to the special needs of other agencies of the Government, such as the Departments of Commerce and Labor, USIA and AID.

Legal authorization.—Public Law 724, 79th Congress, title VII, sections 701 and 705, approved August 13, 1946.

Obligations, fiscal year 1967 (estimated).—Direct, \$6,061,400; reimbursements, \$2,941,849; total, \$9,003,249.

D. PROGRAMS OF THE AGENCY FOR INTERNATIONAL DEVELOPMENT (AID)

1. PROGRAM OF TECHNICAL COOPERATION AND DEVELOPMENT IN EDUCATION

Purpose.—The purpose of AID's program of technical cooperation in education is to provide assistance to the countries of the free world in developing instructional systems which can provide the human resources needed for their economic and social development.

History and description.—Education had an important role in the predecessor agencies of AID from the early days of the Office of the Coordinator of Inter-American Affairs, established under the good neighbor policy. In 1943, the Inter-American Education Foundation was set up as a Government corporation for educational operations under the Coordinator of Inter-American Affairs. In 1946, the Inter-American Education Foundation was terminated and became the Education Division of the Institute of Inter-American Affairs, also a

Government corporation. Under the reorganization of 1953, all the operating divisions of the ITAA were abolished, and it became an operating office of the Foreign Operations Administration. In 1955 the Foreign Operations Administration became the International Cooperation Administration and in 1961 the International Cooperation Administration was merged with the Development Loan Fund to become the Agency for International Development.

With this reorganization the various elements of the Agency concerned with regional development were placed in four separate bureaus under assistant administrators, each of which contained an office of technical services with an education division. These divisions are located in the Bureau for East Asia, the Bureau for Latin America, the Bureau for Near East-South Asia, and the Bureau for Africa. An Education and Human Resources Service provides additional services facilitating coordination, research liaison, and general policy guidance.

Legal authorization.—Authorization for technical assistance activities of the Agency in the field of educational development is contained in the Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—Operating funds obligated for AID's programs in educational development amounted to an estimated \$166,200,000; administrative obligations reported "not determinable."

2. AID PARTICIPANT TRAINING PROGRAM

Purpose.—The purpose of the Agency for International Development participant training program is to assist those less developed countries, who are themselves contributing an appropriate amount of their resources, in developing the technical and managerial skills required to improve their working and living conditions. This program applies the principal methods administered by AID for such purposes.

History and description.—The first major U.S. effort at training persons from underdeveloped areas for purposes similar to those under the technical cooperation program was inaugurated for Latin American countries in 1941 under the then Coordinator of Inter-American Affairs.

When the point 4 program was begun on a worldwide basis under the "Act for International Development" enacted in 1950, the Latin American program was included under this authority.

Foreign nationals are brought to the United States or third countries for training, study, and observation in various technical fields in order to improve their technical knowledge and skills which can be utilized when they return to their own countries. Similar training activities are carried on to a lesser extent as an aspect of projects under the defense support, capital assistance, and special assistance programs. Such activity is also a major aspect of the multilateral technical cooperation programs carried on by the United Nations and the Organization of American States, utilizing funds of which the U.S. share is provided under the authority of the Foreign Assistance Act of 1961, as amended.

The participant training programs of AID are tailored to specific developmental manpower needs of the recipient countries. With the cooperation of other government agencies and private resources, AID is providing knowledge, technical skills and managerial competence to foreign government and civic leaders, scientists, teachers, engineers,

and technicians. Programs may be practical observation for short-term participants; on-the-job training for those who can remain longer, or academic studies in colleges or universities for those seeking degrees. Many have combined schedules of academic study and practical training to provide background and skills necessary for their tasks back home.

Legal authorization.—The activities of the Agency for International Development are authorized by the Foreign Assistance Act of 1961, as amended. (80 Stat. 795.) Title II (sec. 211) of this act provides the general authority by which the Agency carries out the bulk of its technical assistance programs.

Obligations, fiscal year 1967.—Obligations for the participant training program are reported by AID as being made within the total obligations for Technical Cooperation and not determinable as a separate figure.

3. STAFF DEVELOPMENT AND TRAINING PROGRAM

Purpose.—The objectives of staff training programs in the Agency for International Development are primarily to develop employee skills and capabilities to meet the needs of the Agency's foreign assistance programs.

History and description.—Operating policies and procedures for conducting training for overseas personnel stem from directives issued by ICA in September 1957. These were later reissued in the manual orders of AID. Training for classified service employees follows the general provisions of the Government Employees Training Act. Since 1957 the Agency has placed special emphasis on the peculiar types of training required for Americans to carry out their work effectively overseas as part of the U.S. foreign assistance program. This includes orientation to the Agency and the foreign aid program; special studies of the area to which assigned; language training before and during overseas assignment; refresher training between assignments; and long-term academic studies for career development.

During the period between 1957 and 1966, great emphasis was placed on language training for employees going overseas. Every overseas position was surveyed to determine those in which a knowledge of the language is essential to good job performance. Every new position description now indicates the language requirement to fill it properly and this plays a major factor in selection and assignment of personnel. Since 1966, major emphasis in training overseas personnel has concerned the need for greater adaptation to the overseas culture and the development of skills and attitudes necessary to be effective in the foreign aid program overseas. For classified employees who largely operate the Washington headquarters offices of AID major emphasis in recent years has been on the development of critical skills. These include stenography, communications, supervision, and general office practices. More recently, larger numbers of GS employees have received training in data processing, controller functions, PPBS, and other subjects of current interest.

While the training needs of overseas personnel and Washington-based personnel are different in many ways and the training program recognizes these various needs, the training is offered on a general

basis with no restrictions on employees who enter the training, whether classified or foreign service.

Legal authorization.—The legal basis for training of Foreign Service personnel is embodied in the Foreign Service Act of 1946 as amended and supporting Executive orders. Training for classified service employees is in accordance with the Government Employees Training Act as amended and implementing regulations issued by the Civil Service Commission.

Obligations, fiscal year 1967.—Administrative funds \$259,500; program funds \$795,200; expended Vietnam funds \$1,687,622; total obligations \$2,742,322.

4. UNIVERSITY CONTRACTS

Purpose.—The purpose of AID contracts with universities is to provide one means of carrying out the technical cooperation program of the Agency.

History and description.—As early as 1951 the Economic Cooperation Administration negotiated an agricultural contract between Cornell University and the University of the Philippines. At the same time the Institute of Inter-American Affairs negotiated a somewhat similar contract with the University of Arkansas for work in Panama, and the Technical Cooperation Administration negotiated a contract with the Oklahoma Agricultural and Mechanical College for work in Ethiopia.

As of June 30, 1967, 134 contracts were providing technical assistance in 39 countries. In addition, 171 contracts were providing training, research, and technical services for AID, on a worldwide basis.

Legal authorization.—Authorization for the international education activities of AID is contained in the Foreign Assistance Act of 1961 as amended.

Obligations, fiscal year 1967.—As of June 30, 1967, the value of all AID university contracts in operation was \$193,761,516. Actual obligations for fiscal year 1967, consisting of new contracts or amendments to existing contracts, amounted to \$42,072,736. Funding of contracts is peculiar in that they are usually funded for more than 1 year at a time. Administrative obligations reported by the Department as being "not determinable."

CHAPTER 3. PROGRAMS OF THE DEPARTMENT OF THE TREASURY

A. INTRODUCTION AND SUMMARY

The following administrative units in the Department of the Treasury operate unique educational programs: The Bureau of Narcotics, the Treasury Law Enforcement School, and the Internal Revenue Service. In addition, all bureaus of the Department conduct certain inservice training. As a whole the educational programs vary in degree of formality.

The Bureau of Narcotics Training School, organized originally under the Narcotics Control Act of 1956, trains local, State, and Federal enforcement officers to initiate and develop narcotic cases and to obtain a better understanding and insight of their role in the total narcotic enforcement effort. Since its inception in 1956, 80 2-week sessions have been conducted for 2,599 law-enforcement personnel in the tactics and techniques of investigations relating to narcotic control and supervision.

The Treasury Law Enforcement School, initiated in 1927, provides basic and advance training for all Treasury law-enforcement agents performing criminal investigative work. Such instruction provided to personnel of the Bureau of Narcotics, the Bureau of Customs, the U.S. Secret Service, and the Internal Revenue Service includes study of investigative techniques, the use of firearms, and the study of the principles of law and evidence pertinent to their work.

The Internal Revenue Service operates a training program, the purpose of which is to provide technical, administrative, and management training for its employees and to improve the administration of the tax program. Training is administered by regional and district officers in accordance with broad guidelines laid down by the National Office Training Division. The National Office Training Division, in addition to providing overall planning and coordination for the servicewide training program, has conducted management training for top and middle management officials as well as for firstline supervisors at regional training centers across the country. Over 49,000 employees completed the Service's various training courses during the fiscal year 1967.

In addition to the foregoing educational activities, the various bureaus of the Treasury Department conduct formal in-service training for the technical, managerial, and executive development of employees in operational areas wherein there is a defined need for training.

The total expenditure for these several projects reported by the Treasury Department for the fiscal year 1967 amounted to about \$9,403,820. This amount represents the total expended for salaries of instructors and miscellaneous related expenses.

B. BUREAU OF NARCOTICS

1. BUREAU OF NARCOTICS TRAINING SCHOOL

Purpose.—The purpose of the Bureau of Narcotics Training School is to serve as a nucleus for narcotic enforcement training for local, State, and Federal enforcement officers.

History and description.—In an effort to meet the need for narcotic enforcement officers training, the Federal Bureau of Narcotics Training School was organized in October 1956 under the Narcotic Control Act of 1956. Since its inception, eighty 2-week sessions have been conducted resulting in the training of 2,599 law enforcement personnel.

The intensive 2-week curriculum is designed to assist graduates to initiate and develop narcotic cases and to obtain a better understanding and insight of their role in the total narcotic enforcement effort.

The course of instruction is further designed to aid the trainee in the acquisition of skills and knowledge regarding tactics and techniques of investigation and detection relating to narcotic control and suppression.

Legal authorization.—Narcotic Control Act of 1956.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$42,997.

C. TREASURY LAW ENFORCEMENT SCHOOL

1. TRAINING OF TREASURY ENFORCEMENT AGENTS

Purpose.—The mission of the Treasury Law Enforcement School is to serve the Treasury law enforcement community by providing basic and advanced training in the knowledges, skills, and attitudes required for efficient performance of the duties of Treasury enforcement officers, with emphasis on training needs common to all such officers.

History and description.—The school began in 1927, with a 2-week program covering the basic principles of enforcement law and criminal investigation which was conducted at field sites by traveling instructors. In 1953, the school was officially centralized in Washington, D.C., with instruction given by guest instructors who were professional, technical, scientific, or administrative Treasury officials working in the specialties they taught.

The first permanent instructor staff of the school was established in 1966, consisting of highly competent Treasury agents who have been trained as instructors. This staff, along with several expert guest instructors in extremely specialized and technical areas, is charged with the responsibility of conducting the 5½-week training program in basic investigative and law enforcement techniques for all Treasury law enforcement agents, which includes personnel of the Bureau of Narcotics; the Bureau of Customs; the Secret Service; and the Intelligence Division, the Alcohol and Tobacco Tax Division, and Inspection Service of the Internal Revenue Service. The curriculum includes investigative techniques such as surveillance, interviewing, courtroom demeanor, and the use of firearms, as well as the study of the principles of law and evidence pertinent to the work of Treasury agents.

Legal authorization.—General authorization within basic acts for the operation of the Treasury Department and the Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$334,954.86.

D. INTERNAL REVENUE SERVICE

1. TRAINING OF EMPLOYEES

Purpose.—The purpose of this program is to instruct employees of the Internal Revenue Service so as to provide the most economical and effective administration of the tax program, with special emphasis on improving and encouraging voluntary compliance.

History and description.—The first nucleus of a professional training staff in the Internal Revenue Service was formed in 1918 as a result of the establishment of the Training Division in the national office of the Service at that time. The need for training personnel in the wartime (World War I) revenue acts constituted the major reason for establishing the Training Division.

From 1918 until 1952 the training effort, centrally administered from the national headquarters of the Service, was devoted principally to the instruction of enforcement, investigative, and auditing personnel in the tax laws and tax accounting.

Reorganization Plan No. 1 of 1952, approved by Congress effective on March 15 of that year, provided for the establishment of training branches in both regional and district offices so that those offices might conduct and plan their own training programs in accordance with broad guidelines laid down by the national office Training Division.

Since 1952, the national office Training Division, in addition to providing overall planning and coordination for the Service-wide training program, has conducted management training for top and middle management officials as well as for firstline supervisors. Since 1952, the Training Division has also conducted an executive development program each year for potential managers who, upon graduation from the program, have been assigned to key positions throughout the Service.

Legal authorization.—General authorization within the basic acts providing for the operation of the Internal Revenue Service, and the Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$8,173,000.

E. ALL BUREAUS OF THE DEPARTMENT

1. FORMAL INSERVICE TRAINING (GENERAL)

Purpose.—The purpose of this training is to increase economy and efficiency in the operations of the Department; to raise the standard of performance by employees in their official duties to the maximum possible level of proficiency; and to furnish a continuing supply of skilled and efficient personnel.

History and description.—As a result of a Presidential directive, the Secretary of the Treasury on March 4, 1955, established a policy on training of Treasury employees to achieve maximum effectiveness and efficiency of operation under the Government Employees Train-

ing Act (Public Law 85-507). Effective July 7, 1958, this training was organized to cover course contents such as supervisory and executive development; technical, mechanical, and clerical skills; orientation; and law enforcement.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$895,865.

CHAPTER 4. PROGRAMS OF THE DEPARTMENT OF DEFENSE (DOD)—OFFICE OF THE SECRETARY OF DEFENSE AND JOINT CHIEFS OF STAFF

A. INTRODUCTION AND SUMMARY

The Department of Defense operates three colleges, four institutes, and an educational center, all of which may be considered joint service schools. In addition, it operates the Department of Defense dependent schools system for Armed Forces dependents. These institutions perform certain educational functions for all branches of the Armed Forces—Army, Navy, Marine Corps, and Air Force. There are various arrangements for the fiscal support and administration of these educational activities and programs.

The National War College operates under the direction of the Joint Chiefs of Staff, but administrative and fiscal responsibility has been delegated to the Department of the Army. The National War College is a top-level interservice school for highly selected senior military officers and civilian career officials. It gives particular emphasis at senior service school level, to the field of politico-military affairs. The academic program both as to substance and procedures encompasses a systematic study of the nature, formulation, and implementation of national security affairs.

The aim of the Industrial College of the Armed Forces is to prepare selected military and civilian personnel for important policymaking, command, and staff assignments. The college places emphasis upon the study of economic and industrial factors as they affect national security. It is under the jurisdiction of the Joint Chiefs of Staff, while the Department of the Army serves as executive agent for the provision of financial support.

The Armed Forces Staff College, which provides advanced professional education for officers, is under the technical direction and supervision of the Joint Chiefs of Staff; the Navy is responsible for the operation and maintenance of the required facilities and for fiscal support. The mission of the Armed Forces Staff College is to train selected officers for duty in all echelons of joint and combined commands.

The Department of Defense Computer Institute is operated under policy guidance provided by the Director of Defense Research and Engineering in consultation with the Assistant Secretary of Defense (Comptroller), and the Assistant Secretary of Defense (Installation and Logistics) and the Assistant Secretary (Manpower). The Navy has been designated as executive agent to provide for programming, budgeting, and financing. The primary purpose of the DOD Computer Institute is to teach the fundamentals of computer capabilities, limitations, and applications to senior military and civilian DOD executives.

The Defense Language Institute was created to manage the Defense language program and to provide the most effective and economical

language training for the Armed Forces. The Institute operates under the direction of the Office of the Secretary of Defense with the Army designated as executive agent for administration of the program. The Defense language program consists of all foreign and English-language training activities conducted by or for the Department of Defense components. Army, Navy, and Air Force personnel, professional civilian linguists, and educators make up the staff of the Institute.

The purpose of the Military Assistance Institute is to conduct training to qualify U.S. military officers for assignments involving responsibilities for the military assistance program. The Institute operates under the policy supervision and control of the Office of the Secretary of Defense as a DOD educational facility operated by contract. The educational program provides instruction to legislative policy and technical elements of the military aid program, and regional area studies plus country training studies concerning the host nation in which the graduates will serve.

The U.S. Armed Forces Institute offers by correspondence a large number and variety of subject matter courses covering all educational levels (elementary, secondary and higher) for all enlisted and officer personnel of the Armed Forces on active duty. The Institute is under the operational control of the Office of the Assistant Secretary of Defense (Manpower), OSD.

The Department of Defense Dependent Schools System provides for elementary and secondary education of Armed Forces military and civilian personnel dependents in overseas areas. The guidance and the supervision of this program is a responsibility of the Office of the Deputy Assistant Secretary of Defense (Education), OSD, with each of the military services having administrative responsibility for their assigned overseas geographical area.

The Defense Intelligence School was organized as a professional educational institution to provide courses of instruction for key military and civilian personnel concerned with command and policymaking positions in the national and international security structure. Under the direction of the Joint Chiefs of Staff, the Director, Defense Intelligence Agency, has control and supervision of the Defense Intelligence School.

The Department of Defense Weapons Systems Management Center is a centralized educational activity for training military and civilian personnel of the Armed Forces in the effective management of programs concerned with the development, acquisition, and integrated logistic support of major weapon and support systems. Policy guidance for the operation and administration of the Center is provided by the Director of Defense Research and Engineering in coordination with the Assistant Secretaries of Defense (Installations and Logistics), (Comptroller), and (Manpower). The Air Force has been designated as the executive agency for the operation of the Center.

For the reasons indicated above, in this survey the financial obligations for the National War College, Industrial College of the Armed Forces, Defense Language Institute, and the Military Assistance Institute have been included in the total obligation for the programs of the Department of the Army (ch. 5—introduction and summary). The obligations for the Armed Forces Staff College and the DOD Computer Institute have been included in the total for the Navy (ch.

6—introduction and summary). Obligations for the Department of Defense Weapons Systems Management Center is included in the total for the Department of the Air Force (ch. 7—introduction and summary). Obligations for the U.S. Armed Forces Institute assigned to the Office of the Assistant Secretary of Defense (Manpower) amounted to \$5,168,600 for fiscal year 1967.

B. THE NATIONAL WAR COLLEGE

Purpose.—The purpose of the National War College is to conduct a course of study of those agencies of Government and those military, economic, scientific, political, psychological, and social factors of power potential, which are essential parts of national security—in order to enhance the preparation of selected personnel of the Armed Forces and of the State Department (and other governmental agencies) for the exercise of joint and combined high-level policy, command, and staff functions and for the planning of national strategy.

History and description.—Recognition of a growing need, particularly during and immediately after World War II, for the coordination of education of the military and civilian components of Government in the field of national security affairs, led to the establishment of the National War College on July 1, 1964.

In the academic program of the college, various military, strategic, and political factors concerning the national security of the United States are developed in depth throughout the year. The program culminates in concentrated studies of the principal areas of the world and the analysis of selected problems affecting the conduct of national security affairs. The area studies and problem analysis are designated to synthesize the year's work.

The course of study at the National War College proceeds through three phases. The first, consisting of six courses, begins with a basic orientation and an examination of the current world situation. It then deals in turn with the factors governing national power; the roles of the different Government agencies in the development of U.S. national security policy and the major problems involved therein; the entire range of strategy in cold, limited, and general war; the defense management system; and problems of subversive insurgency.

The second phase of the year's work consists of three area courses dealing, respectively, with the Communist states, free Europe, and the Western Hemisphere, and free Asia and Africa.

The final phase of the year's work involves appraisal of the implementation of national security policy in strategic areas of the world. During this phase overseas studies are conducted during visits to five principal parts of the world. This phase culminates in an extensive study of the areas visited and an analysis of problems affecting the conduct of national security affairs which are designed to synthesize the year's work.

Instruction is accomplished by: Visiting lecturers, seminars, political-military games, individual research, and field visits. The college has a small resident faculty consisting of five Army officers, five Air Force officers, five naval officers, and seven civilians.

Located at Fort Lesley J. McNair in Washington, D.C., the National War College operates under the direction of the Joint Chiefs of Staff as an educational institution of the Armed Forces at the highest level.

Legal authorization.—National Defense Act, as amended.
Obligations, fiscal year 1967.—Breakdown into operating and administrative reported by the Department as being “not feasible”; total \$1,414,146 (includes proportionate share of the operation and maintenance cost of the facilities used).

C. THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Purpose.—The purpose of this college is to conduct courses of study in the economic and industrial aspects of national security and in the management of resources under all conditions, giving consideration to the interrelated military, political, and social factors affecting national security, in the context of both national and world affairs—in order to enhance the preparation of selected military officers and key civilian personnel for important command, staff, and policymaking positions in the national and international security structure.

History and description.—Following World War I, the War Department recognized a need for training military personnel in economic, organizational, administrative, and business aspects of warfare. To accomplish this task, the War Department established in 1924 the Army Industrial College. In 1938, the curriculum was revised to provide for advanced study of both American and international aspects of industrial mobilization and the economics of warfare. By agreement between the War and Navy Departments dated April 11, 1946, the college was redesignated the Industrial College of the Armed Forces and its joint service character explicitly recognized. A charter for the Industrial College of the Armed Forces was drafted by the Joint Chiefs of Staff, approved by the Secretary of Defense on August 31, 1948, and issued by the Joint Chiefs of Staff on September 3, 1948. This charter has been amended at various times. The charter provides that—

The Industrial College of the Armed Forces is a joint educational institution operating under the direction of the Joint Chiefs of Staff and is the capstone of our military educational system in the management of logistic resources for national security.

The college offers the following courses: a resident course, correspondence courses, and the national security seminar. The resident course is of 10 months' duration and is for military officers holding the rank of lieutenant colonel, commander, or higher, and civilians from the executive branch of the Government holding a grade of GS-14 or higher. The correspondence courses are designed to extend the facilities of the college to those who cannot receive instruction through the resident course and who in current and future security programs may serve in key positions in the Nation's military, governmental, and economic structure. They further seek to assist in the development of a better informed leadership and management in support of national security objectives. The National Security Seminar is conducted annually in selected cities throughout the United States, with the primary objective of providing education for Reserve officers. The seminar seeks to foster, among Reserve officers and interested civilians, a better understanding of the many interrelated and complex problems associated with national security.

Legal authorization.—National Defense Act, as amended.
Obligations, fiscal year 1967.—Total, \$1,481,000.

D. THE ARMED FORCES STAFF COLLEGE

Purpose.—The mission of the Armed Forces Staff College is to conduct a course of study in joint and combined organization, planning, and operations, and in related aspects of national and international security, in order to enhance the preparation of selected military officers for duty in all echelons of joint and combined commands.

History and description.—An Army-Navy Staff College was established in Washington, D.C., in June 1943 with the mission to train officers of all the arms in the exercise of command and the performance of staff duties in unified and coordinated Army and Navy commands. The initial course of instruction, which began on June 5, 1943, was divided into two phases, the first being conducted at existing Army and Navy schools, and the second at the new staff college. The class graduated on October 5, 1943.

After the Army-Navy Staff College was discontinued at the end of World War II, apparently a gap was left in the joint educational system of the Armed Forces. General Eisenhower and Admiral Nimitz exchanged ideas concerning the mutual need for a college where the basic mission would be to provide instruction on the theater and major task force levels. A study was made, and a result was a directive for the establishment of a new joint school to be called the Armed Forces Staff College. This directive, approved by the Joint Chiefs of Staff on June 28, 1946, placed the college directly under the supervision of the Joint Chiefs of Staff and charged the Chief of Naval Operations with the responsibility for the operation and maintenance of required facilities. Secretary of the Navy James V. Forrestal on August 13, 1946, announced the establishment of the Armed Forces Staff College at Norfolk, Va.

Through the rotation of the office of the commandant among the services, the college is afforded the benefit of the experience and leadership within each service. Thus the college is able more truly to reflect the atmosphere of joint cooperation. The staff and faculty, as well as the student body, are equally apportioned among the services.

Since its establishment the college has graduated about 8,500 officers. Two 5-month courses are presented each year, terminating in January and June. The present quota of students, approximately 270 in each class, represents an increase of about 120 students in each class over the original quota. Since 1947, British and Canadian officers have been admitted as students. Subsequently, this privilege was extended to officers of the armed forces of Australia, France, and New Zealand. In recent classes, certain U.S. Government agencies have also sent qualified civilian representatives to the college as regular students. The approximate service distribution is U.S. Army, 80; U.S. Navy, 62; U.S. Marine Corps, 18; U.S. Air Force, 80; U.S. Coast Guard, 1; Environmental Science Services Administration, 1; allied officers, 17; civilians, 11.

The original mission has been expanded to include education for combined staff planning and operations, and, in consonance with the present era, the program has been broadened to include an understanding of the politico-military problems which are now met at every level of staff and command. Under this broader mission, the curriculum further supports the objectives of the joint military education system.

Legal authorization.—Navy Regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—The Bureau of Naval Personnel is responsible for the operation and maintenance of the facilities and for fiscal support. The total obligations for fiscal year 1967 were \$1,175,756 (includes utilities furnished by Public Works Center, Norfolk, in the amount of \$144,800).

E. DEPARTMENT OF DEFENSE COMPUTER INSTITUTE (DODCI)

Purpose.—The purpose of the DODCI is to provide a comprehensive view of the computer field with emphasis on the fundamentals of digital computer capabilities, applications, and limitations.

History and description.—DODCI was established in February 1964 with the Department of the Navy being delegated responsibility for establishing, maintaining, and operating DODCI to provide computer orientation training for all DOD components. The Institute offers a 1-week senior executive orientation course, a 2-week senior executive orientation course, a 2-week intermediate executive orientation course, and a 3-week command and control automatic data processing (ADP) systems course. The intermediate executive orientation course includes a survey of computer applications, planning for computer installations, costing, hardware, software and site preparation, business and scientific application, legislation and DOD policy dealing with contractors, and computers and systems of the future. The senior executive course is designed to support the needs and interests of senior DOD personnel who have top management, command, or staff decision responsibility relating to the planning and implementation of new digital computer systems or the improvement of existing ones. The command and control ADP course is designed for those personnel whose duties will require a knowledge of ADP course used directly in support of the worldwide military command and control system (WWMCCS).

Legal authorization.—DOD Directive 5160.49 of February 27, 1964.
Subject: Department of Defense Computer Institute.

Obligations, fiscal year 1967.—Total, \$362,000.

F. THE DEFENSE LANGUAGE INSTITUTE (DLI)

Purpose.—The purpose of the Defense Language Institute is to provide foreign language training for all DOD components, except for language training provided cadets and midshipmen at service academies. DLI also provides English language training to foreign military personnel scheduled to attend schools in the United States.

History and description.—The Department of Defense established the defense language program in October 1962 and brought all language training in the Armed Forces (except at the service academies) under the single manager authority of the Secretary of the Army. To manage this program, the Defense Language Institute was created and became operational July 1, 1963, as a class II activity of the Department of the Army under the jurisdiction of the Deputy Chief of Staff for Personnel.

DLI offers courses of 8 to 47 weeks' duration, depending on the language studied and the objective to be obtained. Presently, DLI is meeting training requirements in 52 foreign languages, or 62 including dialects.

Legal authorization.—National Defense Act, as amended, and DOD Directive No. 5160.41 dated October 19, 1962.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; Direct O. & M.A. obligations, \$10,728,000; reimbursable MAP funds, \$2,610,000; total, \$13,338,000.

G. MILITARY ASSISTANCE INSTITUTE

Purpose.—The purpose of the Military Assistance Institute is to conduct appropriate training to qualify U.S. military officers for assignments involving responsibility for military assistance.

History and description.—The Military Assistance Institute is a Department of Defense educational facility operated by contract. The Institute was established by Department of Defense Instruction 2110.25 on February 20, 1958, and convened its first class on September 2, 1958. Ten courses of instruction are provided each fiscal year to officer students of the Army, Navy, Marine Corps, and Air Force.

Each course is of 4 weeks' duration. Training is provided in legislative, policy, and technical elements of the military aid program, and includes information relating to the host nations in which graduates will serve. Instruction is conducted by a professional civilian faculty, employed by the contractor, and by visiting lecturers from appropriate Federal agencies.

Legal authorization.—Military assistance program.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total, \$498,000.

H. THE U.S. ARMED FORCES INSTITUTE

Purpose.—The purpose of the U.S. Armed Forces Institute is to provide educational materials and services for personnel on active duty in the Armed Forces in order that the individual may render more effective service in his present assignment, increase his capability for greater responsibility, or satisfy his intellectual desires.

History and description.—On December 24, 1941, the War Department authorized the establishment of an Army Institute for the purpose of providing educational opportunities to enlisted personnel of the Army. The Institute began operations at Madison, Wis., on April 1, 1942, with an initial offering of 64 correspondence courses in technical education and a few academic courses at the secondary and junior college levels. Later the Institute made available several hundred university and high school courses through the extension divisions of co-operating colleges and universities under contract with the Government. On September 16, 1942, the Institute's courses were offered to the personnel of the Navy, Marine Corps, and Coast Guard. In 1943, it was redesignated the U.S. Armed Forces Institute (USAIFI). In July 1943, commissioned personnel were permitted to participate in the USAIFI program on the same basis as enlisted personnel. Thus, USAIFI became an educational facility serving all members of the Armed Forces on active duty.

Increasing emphasis on general educational qualifications in the Armed Forces led to the establishment of the U.S. Armed Forces Institute in 1946 as a permanent peacetime educational activity. In 1949 USAIFI began operating under the Armed Forces Information and

Education Division of the Office of the Secretary of Defense. In January 1950 direction of the U.S. Armed Forces Institute was vested in a civilian director in order to establish stability and continuity for its operation. From a beginning of 64 correspondence courses, USAFI reached a maximum of 351 course offerings in 1952. These offerings have gradually been reduced due to budgetary factors, some decreasing demands on certain areas, and duplication of individual service offerings.

There are 212 courses currently offered by USAFI; 13 prehigh school level; 50 high school level; 74 college level; 52 spoken languages; 22 technical level; and one noncredit offering. Fifty-one additional courses have been authorized and are now in various stages of development: three are at the prehigh school level; 20 at the high school level; 21 at the college level, and seven at the technical level. In addition to courses developed by USAFI, 46 participating colleges and universities offer over 6,000 correspondence courses through the Institute.

USAFI also conducts an extensive testing program. The USAFI achievement tests are used to aid in determining the areas of academic weaknesses of individuals at the pre-high school level.

The tests of general educational development (GED) measure the extent to which an individual has acquired the equivalent of a general high school education. The battery of five tests is designed to assess general academic development whether acquired through formal classroom work or through independent study, training, and experience. The results achieved on this battery may be used to provide evidence of educational attainment for military purposes, to aid schools and State departments of education in determining whether the examinee has the equivalent of a high school education, to satisfy college admission requirements, to assist secondary schools in placement and educational guidance, and to provide prospective employers with evidence of high school equivalency.

The college-level examination program is a new activity established in 1965 by the College Entrance Examination Board for the broad purpose of developing a national system of placement and credit by examination specifically directed to higher education. The examinations of the new program presently available through USAFI are the general examinations of the college-level examination program, which provide a comprehensive measure of achievement in the basic areas of the liberal arts.

USAFI courses at the high school, college, and technical levels are reviewed by the Commission on Accreditation of Service Experiences of the American Council on Education, and credit recommendations are made by the Commission. These credit recommendations are purely advisory and do not guarantee that any school or State department of education will grant the credit recommended.

Legal authority.—War Department Directive AR 350-3100 dated December 24, 1941. DOD Instruction 5000.2 dated July 20, 1949, enclosure 1, Charter USAFI. DOD Instruction 1322.2, June 21, 1965.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total \$5,168,602.

I. DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS

Purpose.—The purposes of this program are to provide primary and secondary education, grades 1 through 12, for minor dependents of DOD military and civilian personnel stationed overseas.

History and description.—The overseas program for the education of dependents has grown continuously since its beginning in 1948. Soon after the close of World War II, dependents schools were organized on a small scale by the separate military departments. With an enrollment which began in the hundreds, this system now has approximately 160,000 dependents attending DOD schools in 28 foreign countries.

On January 3, 1964, the Assistant Secretary of Defense (Manpower) under the direction of the Secretary of Defense assumed responsibility for the overseas dependents school system and performs the following functions: (1) determines the general educational goals and objectives of overseas dependents schools; (2) develops appropriate curriculums and lists of approved instructional materials for use within the overseas dependents school system; (3) provides for the procurement and distribution of school unique items; (4) establishes professional standards for all school professional personnel; (5) provides for the common recruitment, selection, assignment and transfer of all school professional personnel to and between overseas schools areas; (6) develops standards for the effective operation and administration of the academic program including staffing criteria; and (7) develops standards of design and construction of school facilities and establishes school construction priorities worldwide.

Legal authorization.—Annual Department of Defense Appropriation Act. Department of Defense Directive 1342.6 of August 15, 1966.

Obligations, fiscal year 1967.—A breakdown of operating and administrative reported "not feasible"; total \$81,900,000.

J. THE DEFENSE INTELLIGENCE SCHOOL

Purpose.—The purpose of the Defense Intelligence School is to conduct courses of study which (a) enhance the preparation of selected military officers and key civilian personnel for important command, staff, and policymaking positions in the national and international security structure; (b) prepare Department of Defense military and civilian personnel for duty in the military attaché system; and (c) assist the broad career development of Department of Defense military and civilian personnel assigned to intelligence functions.

History and description.—The Defense Intelligence School was established on January 1, 1963, in accordance with Department of Defense Directive 5105.25, dated November 2, 1962. A charter for the Defense Intelligence School was subsequently approved and issued by the Joint Chiefs of Staff on March 29, 1963. At the time of this writing the Defense Intelligence School is located in temporary facilities at the U.S. Naval Station, Anacostia Annex, Washington, D.C.

The Defense Intelligence School annually offers eight different resident programs of instruction ranging from 2 to 38 weeks in length, and one correspondence course. Most of the shorter courses are repeated throughout the year. With the exception of one course, the student body is composed entirely of officers from all the military services and professional civilians. Nearly all students possess a bac-

calaureate degree, while many have graduate degrees. Accordingly, instruction is on the graduate level; and the three courses in support of the established intelligence career development program have received graduate accreditation by both the American Council on Education and the American University, Washington, D.C.

The academic program ranges in scope from instruction in intelligence research and analysis for recent college graduates to a senior course on intelligence management for military officers holding the rank of lieutenant colonel, commander, or higher and civilians from the national intelligence community in grade GS-14 or higher. Attaché students are both midcareer and senior officers from the three military departments and include general or flag officers.

Instruction is accomplished by a resident faculty of military and civilian members, supplemented by visiting guest lecturers. Modern instructional techniques are incorporated throughout the curriculum, including the use of intelligence war games, programmed instruction, case studies, seminars, and field study visits.

Legal authorization.—DOD Directive 5105.25, dated November 2, 1962; and JCS Charter, dated March 29, 1963.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total \$1,249,000, including staff and faculty salaries.

K. DEFENSE WEAPON SYSTEMS MANAGEMENT CENTER

Purpose.—The purpose of the Defense Weapon Systems Management Center is to train military and civilian personnel of the Department of Defense in the effective management of programs concerned with the development, acquisition, and integrated logistic support of weapon and support systems.

History and description.—The Center was established in 1964 to meet the Department of Defense requirements to train systems project managers for large complex weapons systems within the Armed Forces. The Center conducts the defense weapon systems management course for Army, Navy, and Air Force personnel engaged in project management responsibilities. The objective is to prepare selected military and civilian personnel from the Armed Forces to exercise major program management responsibilities over DOD research and development and production resources pertinent to major weapon systems and their supportive subsystems.

In addition, the Center provides the systems engineering and configuration management course which emphasizes the relationship between systems engineering management and configuration management and the relationship of both to the systems project management process.

The Department of the Air Force was designated the executive agency to operate the Center with policy guidance being provided by the Director of Defense Research and Engineering, OSD. The faculty and staff are provided on a prorated share from the services. The Defense Weapons Systems Management Center is operated in accordance with DOD Directive No. 5160.55, dated October 26, 1965, and Air Force Regulation 53-9.

Legal authorization.—Annual Appropriations Act.

Obligations, fiscal year 1967.—A breakdown of operating and administrative reported "not feasible"; total \$461,000.

CHAPTER 5. PROGRAMS OF THE DEPARTMENT OF DEFENSE—ARMY

A. INTRODUCTION AND SUMMARY

The far-reaching educational programs of the Department of the Army provide not only for military training in all of Army activities, but also for opportunities in civilian-type education designed to permit officers and enlisted men to fit themselves for highly intricate technical tasks and to acquire understanding of the role of the Army in an increasingly complex society. In addition, the Army sponsors educational programs which affect large numbers of non-Army personnel.

The Army's principal educational activities include the following: (1) Precommission training at the U.S. Military Academy and at the USMA Preparatory School, and in colleges and universities. (2) Progressive training and education of both commissioned officers and enlisted specialists in essential skills through the Army's Service School System, in civilian institutions, and the Army units. (3) Volunteer training under the general educational development program designed to increase the efficiency of the Army by raising the academic educational level of its personnel. (4) Training of military personnel of friendly foreign nations under the military assistance program and under the foreign military sales program. (5) Training of non-U.S. personnel of the Ryukyu Islands.

The largest training and educational effort of the Army is directed toward Army personnel, and is conducted in units, training centers, and service schools to prepare individuals to perform assigned tasks and to assume positions of greater responsibility. This consists of basic combat training (BCT) and advanced individual training (AIT), unit training, and specialist and career training in the Army's service schools.

Basic combat and advanced individual training are designed to prepare soldiers to take their places as members of the Army team. Individuals are trained, regardless of their eventual Army duties, first in the duties of the fighting man and soldier (BCT). Following this training, soldiers are then trained for one or more of the numerous specialized duties characteristic of a modern Army (AIT).

Unit training aims to mold the trained individuals into effective teams and units which are capable of performing assigned missions as part of larger Army units.

In addition to on-the-job training in military specialties, by providing a progressive system of education the Army school system seeks to prepare individuals to perform effectively their duties in both peace and war. Through this system competent commanders, staff officers, and enlisted specialists and leaders are developed.

In addition to specialist schooling, the Army school system provides career schooling for Army officers. Career schooling starts for

the officer in a basic branch course which is given to each newly commissioned officer prior to his first duty assignment. The objective of this course is to provide the branch training necessary to qualify him for his first duty assignment. The next level of career schooling is the branch advanced course. Officers attend this course as soon as practicable after being promoted to the grade of captain. The objective of this course is to prepare officers for command and staff duties at battalion through brigade or comparable levels in both divisional and nondivisional units. Emphasis is on the exercise of command at battalion level. Where such command is not applicable, instruction is directed toward an understanding of command functions, branch responsibilities for command support, and development of managerial and specialist skills. The course includes instruction in general staff organization and operations to provide branch perspective and orient students in activities pertinent to their branch. Completion of this level of schooling by all officers is a goal of the Army. Career military schooling above this level is a selective process.

Officers who have completed 8 years but not more than 16 years of active commissioned service are eligible for selection to attend either the U.S. Army Command and General Staff College or the Armed Forces Staff College (a joint college). The U.S. Army Command and General Staff College prepares selected officers for duty as commanders and as principal staff officers with the Army in the field from division through Army group, and at field Army support command and theater Army support command. This course provides officers with an understanding of the functions of the Army General Staff and of major Army, joint, and combined commands, and develops their intellectual capabilities and analytic abilities. The Armed Forces Staff College provides Army officers with graduate level staff schooling oriented toward preparing officers to serve in all echelons of joint and combined commands. Both of these colleges are equated for career progression purposes; therefore, officers normally attend only one of these courses.

The senior service college is the next level of military education for Army officers. The Army War College, the National War College, the Industrial College of the Armed Forces, the Naval War College, the Air War College, the Inter-American Defense College, the British Imperial Defense College, the Canadian National Defense College, and the French Ecole Superieure de Guerre are considered to be at the same military educational level. Army officers who attend these colleges are selected by a Department of the Army selection board on the basis of the best qualified among eligible officers without regard to branch or assignment. The zone of eligibility is from the completion of 15 years commissioned service through 23 years of commissioned service. The objective of this level of military education is summed up in the objective of the Army War College, as follows: "To enhance the competence of selected officers, with high general officer potential, to assume command responsibilities and to function in key staff assignments in major Army, joint, and combined headquarters and in planning and policymaking positions at the seat of government; to stress Army doctrine and operations against an appropriate background of national strategy and the joint and international environment; and to provide intellectual challenge and an opportunity for individual con-

tribution to the advancement of the art and science of land warfare through student research."

The Department of the Army also places emphasis on the general educational development program, which is designed to offer continuing civilian-type educational opportunities to officers and enlisted men who seek self-improvement on their own initiative. The present Army education program offers military personnel educational opportunities from grammar school through graduate school, through the following types of educational services: group-study classes, courses offered by American civilian schools, colleges, and universities and correspondence courses and tests.

Program goals are the completion of high school or its equivalent for enlisted personnel, 2 years of college or its equivalent for warrant officers and certain noncommissioned officers, the completion of a baccalaureate degree for all commissioned officer personnel, and the provision of opportunities for continuing education in accordance with career potential and personal educational goals.

Preparatory education is conducted by means of group study classes taught by professionally trained civilian educators employed by the Army. Educational achievement tests for counseling and placement purposes, textbooks, study guides, end of course and standardized subject examinations are provided by the U.S. Armed Forces Institute. At the high school level, Army servicemen may attend group study classes at the Army education center, or may enroll in off-duty programs sponsored by accredited local high schools. Opportunity for correspondence study is available at the high school level, in technical-vocational subject areas, and at the college level through the U.S. Armed Forces Institute and nearly 50 accredited American colleges and universities.

Other Army educational activities are concerned with non-Army personnel. These include training of civilian personnel of the Army in specialized fields of Army administration, orientation of the Ryukyuan peoples toward the democratic way of life, education of Army dependents in oversea areas to provide them educational opportunities similar to those available in free American public schools, and programs for research and developmental work on military weapons and methods carried on through contracts with educational institutions.

According to information obtained from the Department of the Army an adequate summary of obligations for the educational programs of the Department is impossible to compute because fiscal data on a number of the educational activities are not broken out as separate figures. The pay of military personnel participating in Army educational programs is from "other appropriations," and is not included in obligations shown for the educational activities described in this chapter. The estimate received from the Department of Defense for total obligations for the educational programs of the Department of the Army is \$604,497,000 for the fiscal year 1967, not including the pay of the participating personnel.

B. OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL

1. OPERATION OF THE ARMY SERVICE SCHOOL SYSTEM

Purpose.—The purpose of this school system is to provide resident and nonresident education to prepare Army personnel of all components to perform assigned tasks.

History and description.—The Army service school system dates back to 1802, when what is now the U.S. Military Academy was established. Since that time additional service schools for professional and vocational training have been established. At present there are 36 major Army service schools which provide career branch training for commissioned officers and enlisted personnel in specific military occupational specialties, and additional training designed to otherwise qualify military personnel to perform their assigned duties.

The objective of the Army service school system is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war and conditions short of war. The emphasis is on the art of command. The missions of the Army service school system include the preparation and conduct of resident instruction and nonresident instruction; initiation of action leading toward the formulation of new and the revision of old doctrine; preparation of training literature; and accomplishment of cross-service understanding of Army tactics, techniques, and operations by providing training as directed for members of other components of the Armed Forces and for allied personnel.

The Army service school system is so organized that selected military students receive training at successively higher levels, subject to Army requirements, individual abilities, and system capacities.

Responsibility and authority for all functions of all schools and colleges in the school system are vested in Headquarters, Department of the Army, which provides high level policy guidance for the direction and control of the Army school system. This is for the purpose of establishing detailed coordination of schools policies with those governing the career management and overall development of the individual, and facilitating integration of the school function within the framework of Department of the Army policy. Command of the Army service schools is decentralized to major operating elements except for Department of the Army specialist schools which are under direction and control of Headquarters, Department of the Army. Twenty-six schools are commanded by the Commanding General, U.S. Continental Army Command. Three schools are commanded by the Commanding General, U.S. Army Materiel Command. Seventeen are Department of the Army schools or separate courses which are under the direction and control of agencies of Headquarters, Department of the Army.

The Commanding General, U.S. Continental Army Command and the Commanding General, U.S. Army Materiel Command have broad responsibility and authority for the direction and control of curricula and instruction in tactical doctrine and related techniques in all schools except those under Headquarters, Department of the Army.

Legal authorization.—National Defense Act as amended.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported by the Department as being "not feasible;" estimated \$210,000,000 total.

2. OPERATION OF THE U.S. MILITARY ACADEMY

Purpose.—The purpose of the Military Academy at West Point, N.Y., is to provide undergraduate instruction and military experience for cadets to develop the knowledge and qualities of leadership required of a junior officer in the Army, and to provide a basis for continued development through a lifetime of service.

History and description.—The U.S. Military Academy was established in 1802 for the purpose, originally, of training military technicians for all branches of the service. It endeavored not only to encourage the study of military art, and thereby raise the level of training of the militia, but also to encourage the practical study of every field of science.

The Military Academy offers 4 years of instruction, and graduates are awarded bachelor of science degrees. The principles of instruction followed are known as the Thayer system, which stresses the development of habits and mental discipline and the maintenance of high standards of scholarship. Subjects taught include mathematics, physical education, military topography and graphics, English, foreign languages, physics, chemistry, mechanics, electricity, social science and the military aspects of tactics, ordnance, engineering, law, psychology, and leadership.

Cadet appointments are both congressional and secretarial. The congressional appointments are made by Members of Congress (five each). Secretarial appointments are handled in the Department of Army. One hundred are allotted to service sons in a category described as "Presidential." There are 85 cadetships allotted to the enlisted members of the Regular Army and 85 to the enlisted members of the Reserve components of the Army. In addition, there is a quota for veterans' sons and for students of certain ROTC military junior colleges. A quota for sons of persons awarded the Medal of Honor is unlimited. All appointees must satisfy entrance requirements as to scholastic ability and physical standards.

Legal authorization.—National Defense Act, as amended and title 10, section 1041.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible," \$38,657,000, not including cost of the expansion program.

3. ARMY RESERVE OFFICERS' TRAINING CORPS PROGRAM (ROTC)

Purpose.—The purpose of the ROTC is to insure a continuing flow of qualified personnel into the officer corps of the Army; to conduct precommissioning and basic military training; to stimulate interest in military careers; to promote appreciation of the Army as a service; to encourage participation in Reserve components of the Army of the United States; and to assist in the development of the student toward maturity.

History and description.—The President is authorized to establish and maintain ROTC units having a senior division at selected universities and colleges granting baccalaureate degrees, a military schools division at those essentially military schools and military junior colleges not conferring academic degrees specifically designated by the Secretary of the Army, and a junior division at high schools and other

educational institutions of comparable academic level which are not operated on an essentially military basis or do not meet requirements prescribed for the other divisions.

Senior ROTC.—The Army ROTC program, offered in 247 colleges and universities, is the major source for officers for the Active Army and the Reserve components. ROTC enables a college student to earn a commission as an Army officer at the same time he earns an academic degree in a field of his choice. Traditionally, Army ROTC has been a 4-year program, consisting of a 2-year basic course and a 2-year advanced course. The basic course, normally taken in the freshman and sophomore years, provides training in basic military subjects, military history, weapons, equipment and leadership techniques. The advanced course is normally taken in the junior and senior years. The instruction includes military techniques, logistics, administration, teaching methods, leadership techniques and the exercise of command. Students in this course receive \$50 per month during the school year. A 6-week advanced course summer training camp is held between the junior and senior years.

A 2-year program is designed specifically for junior college graduates and students at 4-year colleges who were unable to take ROTC during their first 2 years of college. Applicants must successfully complete a 6-week basic summer camp prior to their junior year of college. This summer training takes the place of the basic course in the 4-year program and qualifies the student to enter the advanced course. Upon graduation, the successful candidates of either the 2- or 4-year course are given commissions as second lieutenants and are required to serve in the Army for 2 years.

Two- and four-year scholarships are available on a competitive basis to selected ROTC students who are strongly motivated toward a career in the Army. Each scholarship pays for tuition, books, and laboratory expenses, and the student receives \$50 a month for the duration of the award. As of the beginning of school year 1967-68, 1,564 4-year scholarships and 1,467 2-year scholarships were in force. During the fiscal year 1968 another 800 4-year and 856 2-year scholarships were awarded, bringing the total to 4,000.

In fiscal year 1967 there were over 177,000 cadets participating in the senior ROTC program and 10,757 were commissioned as second lieutenants.

Junior ROTC.—In fiscal 1967 there were 416 high schools conducting the junior ROTC program with a student enrollment of 87,338. Expansion in the number of high schools in this program will continue, after reaching approximately 500 units in the fiscal year 1968. Retired Army personnel are replacing the active duty instructors in this program as provided in the ROTC Vitalization Act of 1964 (Public Law 88-647).

National Defense Cadet Corps (NDCC).—There are 39 high schools remaining in the NDCC program with a cadet enrollment of 12,257. The number of schools may be expected to continue to decrease as more units convert to the junior ROTC program.

Legal authorization.—National Defense Act, as amended, and Public Law 88-647.

Obligations, fiscal year 1967 (estimated).—Breakdown into operating and administrative reported “not feasible”; \$39,800,000.

tribution to the advancement of the art and science of land warfare through student research."

The Department of the Army also places emphasis on the general educational development program, which is designed to offer continuing civilian-type educational opportunities to officers and enlisted men who seek self-improvement on their own initiative. The present Army education program offers military personnel educational opportunities from grammar school through graduate school, through the following types of educational services: group-study classes, courses offered by American civilian schools, colleges, and universities and correspondence courses and tests.

Program goals are the completion of high school or its equivalent for enlisted personnel, 2 years of college or its equivalent for warrant officers and certain noncommissioned officers, the completion of a baccalaureate degree for all commissioned officer personnel, and the provision of opportunities for continuing education in accordance with career potential and personal educational goals.

Preparatory education is conducted by means of group study classes taught by professionally trained civilian educators employed by the Army. Educational achievement tests for counseling and placement purposes, textbooks, study guides, end of course and standardized subject examinations are provided by the U.S. Armed Forces Institute. At the high school level, Army servicemen may attend group study classes at the Army education center, or may enroll in off-duty programs sponsored by accredited local high schools. Opportunity for correspondence study is available at the high school level, in technical-vocational subject areas, and at the college level through the U.S. Armed Forces Institute and nearly 50 accredited American colleges and universities.

Other Army educational activities are concerned with non-Army personnel. These include training of civilian personnel of the Army in specialized fields of Army administration, orientation of the Ryukyuan peoples toward the democratic way of life, education of Army dependents in oversea areas to provide them educational opportunities similar to those available in free American public schools, and programs for research and developmental work on military weapons and methods carried on through contracts with educational institutions.

According to information obtained from the Department of the Army an adequate summary of obligations for the educational programs of the Department is impossible to compute because fiscal data on a number of the educational activities are not broken out as separate figures. The pay of military personnel participating in Army educational programs is from "other appropriations," and is not included in obligations shown for the educational activities described in this chapter. The estimate received from the Department of Defense for total obligations for the educational programs of the Department of the Army is \$604,497,000 for the fiscal year 1967, not including the pay of the participating personnel.

4. U.S. ARMY RESERVE (USAR) SCHOOL SYSTEM

Purpose.—The purpose of this system is to provide professional military education for Army Reserve personnel not on active duty who are unable to attend Army service schools.

History and description.—The USAR school system was initially established in 1950, with the first school located in Allentown, Pa. The schools are established in localities having an Army Reserve population density adequate to support an effective school. Army Reserve personnel are also encouraged to develop staff and branch proficiency through participation in extension courses, training projects, and activities of a local unit. The course of instruction parallels resident courses of the Army service school system. Normally, 3 years is required to complete the company officer course, 3 years for the advance officer course, and 5 years for the command and general staff course.

The Government provides advisory personnel, texts, physical plant and training materials for the courses of instruction. Students enrolled in the course are in a pay status only while attending the annual active-duty-for-training period; however, retention and retirement point credits are awarded for attendance at the regularly scheduled periods of instruction which are conducted during the year. The staff and faculty of each school consist of selected Army Reserve personnel not on active duty who are graduates of these courses. These schools are conducted in facilities leased or owned by the Government. The Army Reserve program provided 4,600 spaces for staff and faculty. During the fiscal year 1967 there were 109 Army Reserve schools distributed throughout the United States and Hawaii, Philippine Islands, Puerto Rico, Spain, Germany, Italy, England, and France.

Legal authorization.—National Defense Act as amended.

Obligations, fiscal year 1967 (estimated).—Breakdown into operating and administrative reported "not feasible"; approximately \$500,000 total.

5. ARMY EXTENSION COURSE PROGRAM

Purpose.—The purpose of this program is to provide nonresident instruction, by correspondence, to keep members of the Army and of the other armed services currently trained in military and technical subjects, to assure their maximum usefulness in all assigned duties.

History and description.—The Army extension course program existing prior to World War II was discontinued in September 1942, due to factors inherent in its organization which did not fit it for continued operation during and after mobilization. During 1945 and 1946, a revised Army extension course program was prepared and offered (in July 1946). This program was basically the same as that in operation today, and parallels the instruction being furnished resident students at the Army service schools. It provides a progressive home study plan for members of the Army Reserve Forces, and is also available to members of the Army on active duty. Through diligent study and the passing of periodic tests, the extension course student is enabled to earn promotion in the Reserve Forces, as well as to accumulate retirement credits. The officer or enlisted man on active duty can prepare himself for resident schooling, increase his qualifications for promotion and broaden his training background.

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Extension courses are broken down into three major categories: (1) Army precommission extension course, (2) officer career extension course, and (3) special extension course. As indicated by their designations, the first two categories provide appropriate training for personnel in the grades of enlisted man or woman, progressing up to senior officer, and are designed to assist in the preparation of personnel in advancement, by promotion, to more responsible duties. The subject matter and content of all such courses parallel, as closely as practicable, the corresponding resident courses presented in Army service schools and colleges. Each category includes subcourses covering basic skills in the area covered, required of all participants, together with many optional subcourses, which, although not required in course completion, provide additional training in the skills related to the basic courses. The Army extension course program currently provides 1,430 subcourses. After a student successfully completes a subcourse and the final test, pertinent notations are made on the individual's service record, for retirement and promotion purposes.

Legal authorization.—National Defense Act, as amended.

Obligations, fiscal year 1967.—Not budgeted separately, but appears as part of service school obligations and other items in this survey.

6. TRAINING OF MILITARY PERSONNEL IN CIVILIAN INSTITUTIONS

Purpose.—The purpose of this program is to provide essential professional and technical training not available in service schools for selected personnel chosen on a basis of requirements.

History and description.—To meet the need for personnel trained in certain military fields for which it might be impracticable to provide facilities in service schools, Congress, in 1920, authorized the Secretary of War to detail 2 percent of the officer and enlisted personnel of the Regular Army as students at technical, professional, and other educational institutions, or as students, observers, or investigators at industrial plants, hospitals, and other suitable places to enable them to acquire knowledge and experience in specialties deemed necessary for the Army. The 2-percent limitation was suspended during World War II.

Within the authority granted by Public Law 670, 80th Congress, 1948, the Department of the Army now may have at any time up to 8 percent of its officers and 2 percent of its enlisted personnel in duty-status training at civilian institutions.

Except under conditions necessitating extensive augmentation of the Army's strength, all essential career training of enlisted personnel is provided in the integral (permanent) service schools. In March 1958, the Army announced a college training program which is now open to career enlisted personnel who meet the standards, and who desire to enhance their professional skills and abilities to keep pace with an Army rapidly growing in technology. The program offers 1 or 2 calendar years of academic training in return for a specific period of service. The present program is providing training in various fields of management, science, leadership, and technology. Since 1946, 9,621 officers have completed graduate training. This has resulted in about 8 percent of all Army officers having a masters degree and 0.5 percent of officers having the doctorate. Training is based on requirements in the engineering, physical, and social sciences; management and admin-

istration; the professions; language; and area subjects; and other specialized fields. Officers normally serve for 3 years immediately following the training in positions requiring its use.

Legal authorization.—National Defense Act, as amended.

Obligations, fiscal year 1957.—Breakdown into operating and administrative reported “not feasible”; \$6,102,000 total (of which \$1,766,000 represents college and university training, the remainder covering training in commercial schools and industrial organizations).

7. EDUCATION AND TRAINING OF CIVILIAN EMPLOYEES

Purpose.—This activity is designed to promote efficiency and economy, to maintain highest standards of performance in transaction of the Army's business, to maintain a permanent group of skilled and efficient employees in the areas of scientific, professional, technical, and management positions, and to use effectively the best modern practices and techniques in all fields.

History and description.—Education and training of civilian employees is carried out within a conceptual framework which provides: (1) Training and development targeted at increasing the effectiveness of the management of human resources; (2) education, development, and updating of professional and highly technical skills; (3) furthering the development of industrial and administrative skills through training and retraining and (4) promoting intake of youthful career employees.

Training to increase the effectiveness of the management of human resources involves a dual-avenue approach. One avenue is directed toward executives, middle managers, and supervisors and is carried out by means of centrally developed programs which are decentralized in operations. These programs include personnel management for executives, an 8-day program which originated in 1954, which is conducted in 10 regional training centers, and by means of which 15,244 civilian executives and officers who supervise civilians have been trained; workshops for middle managers, a 5-day program conducted at the local installation level or in urban centers through the pooling of needs and resources among Army installations; and a series of conferences for first-level supervisors, geared to local installation needs.

The second avenue directed toward improving the management of human resources is the program to professionalize the personnel staff careerists. This program stems from the activity established in 1945 as the War Department School of Civilian Personnel Administration to provide training necessary to staff civilian personnel offices during emergency conditions. During the Korean conflict it was decentralized to the six geographically dispersed field offices of the Office of Civilian Personnel. Since 1957, this and other training related to the Civilian Personnel Administration Career Field has been conducted by the Office of Civilian Personnel. Courses given include introduction to civilian personnel administration and the civilian personnel officer course, both of which are conducted centrally in Washington, D.C., and a series of technical personnel courses administered by the six field offices.

Although civilians have been trained in non-Government facilities since 1951, two programs specifically serve the need for education, development, and updating of professionals and highly skilled tech-

nicians: (1) The Secretary of the Army's research and study fellowships were first established in 1956. Since then, 117 fellowships have been awarded. (2) The central pool of spaces and funds for long-term training and education has, since the fiscal year 1966, provided resources for professional, managerial, and technical training needed but beyond the resource capabilities of commands.

Furthering the development of industrial and administrative skills is accomplished by means of apprentice training programs, programs of retraining, and programs directed toward acquisition of new skills, such as technical training in computers. Programs which promote the intake of youthful careerists include the cooperative education program; various intern programs, usually directed toward specific civilian career fields; and through other youth opportunity programs.

Legal authorization.—Government Employees Training Act, Public Law 85-507; Executive Order 11348, chapter 410, Civil Service Commission Federal Personnel Manual; and DOD instruction 1430.5.

Obligations, fiscal year 1967.—Total costs of non-Government and interagency civilian training for the fiscal year 1967 (exclusive of salaries) was \$3,998,257, which was expended as follows: Non-Government training: \$3,537,693; interagency training: \$460,564. The training of civilian employees is charged to the activity to which the employee is assigned so that costs of training through Army facilities are not available.

8. FOREIGN AREA SPECIALIST TRAINING PROGRAM

Purpose.—The purpose of this program is to provide selected officers, potentially qualified for high level staff or command assignments, with such foreign area training as will assist them in formulating sound estimates and proper command decisions concerning that area, and to monitor their careers to insure they are utilized where their training is essential to military operations.

History and description.—This program, started in November 1945, initially provided for the training of officers in Russian, Chinese, and Japanese languages by means of a 4-year course of study consisting of a 1- or 2-year course of study in a civilian institution within the United States followed by 2 or 3 years in the country being studied.

In 1947 the program was expanded to include training in Turkish, Arabic, modern Greek, and Persian and provided for 1 year at the U.S. Army Language School, 1 year at a civilian university, and 2 years of study in the appropriate country. In 1953, the program was further expanded to include training in Hindi and Urdu and provided for approximately 1½ years at a civilian university and 2½ years in India and Pakistan respectively.

By June 1967, the program had been expanded to include language and area training for Latin America, Africa, Northern Slavic, and Southeast Europe, Western Europe, South Africa, Germany, Vietnam, Thailand, Korea, and Indonesia and the Southwest Pacific.

Training for all programs except the Arab world is now conducted in three phases: 6 to 18 months of intensive language instruction at a facility of the Defense Language Institute; 1 calendar year at a continental United States civilian university; and 12 to 24 months in the oversea area for travel, study, and research. Arab world students receive 12 months' language training in continental United States and

are then attached to the U.S. Defense attaché office in Lebanon for 3 years, during which time they travel, conduct research, and study at the American University of Beirut.

Russian and Northern Slavic European students receive their overseas training in formal programs conducted at Detachment "R", a school in Garmisch, Germany, operated by the Commanding General, U.S. Army Europe, under supervision of the Assistant Chief of Staff for Intelligence, Department of the Army. Students of the Chinese area receive training at the Foreign Service Institute in Taichung, Taiwan. All other students are attached to the appropriate U.S. Defense attaché office overseas for study, research, and travel throughout the area of specialization.

Legal authorizations.—Paragraph 13, section 127a, National Defense Act, as amended, and as prescribed in Army Regulations 614-142, dated 20 January 1967 with change 1 and Army Regulation 350-200, dated April 26, 1965 with change 1.

Obligations, fiscal year 1967.—Breakdown into operating and administrative expenses reported "not feasible"; estimated \$100,965.

C. OFFICE OF DEPUTY CHIEF OF STAFF FOR MILITARY OPERATIONS

1. TRAINING ACTIVITIES CONDUCTED UNDER THE MILITARY ASSISTANCE PROGRAM AND THE FOREIGN MILITARY SALES PROGRAM

Purpose.—The main purposes of this foreign training are to: instruct personnel in the use and maintenance of U.S. weapons and equipment; orient foreign personnel in U.S. Army tactics, techniques, and procedures; and insure that foreign personnel, especially officers and emerging leaders, have every opportunity to obtain a balanced understanding and appreciation of the society, institutions, and ideals of the United States.

History and description.—This training is a part of a comprehensive and coordinated program to promote world peace by assisting friendly foreign nations to maintain internal security and to stop Communist or Communist-supported aggression, and thereby to create an environment of stability which will foster social, economic, and political progress. Such training was originally authorized by the Mutual Assistance Act of 1949 followed by the 1954 Mutual Security Act. Currently the training programs are authorized under the Foreign Assistance Act of 1961, as amended. Training falls into four general categories: (1) students attend Army service schools and visit installations in the United States; in a few cases students attend colleges and universities; (2) students attend Army service schools and visit installations overseas; (3) U.S. military and civilian personnel are sent to foreign countries to provide mobile training assistance to train instructor personnel on U.S. Army equipment, tactics, or doctrinal concepts; (4) military assistance advisory groups in selected countries give instruction locally and arrange for the provision of necessary training aids, technical manuals, and other forms of training assistance. During the fiscal year 1967, approximately 55 countries participated in the military assistance training program and 20 countries participated in training under the foreign military sales program.

Legal authorization.—The Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—The budget for the military assistance training program amounted to over \$22 million. Over \$5 million was collected from foreign countries for training under the foreign military sales program.

2. ARMY'S EDUCATIONAL PROGRAM FOR RYUKYUANS

Purpose.—The purpose of this program is to promote the development of human resources in the Ryukyus, the administration of which area has been transferred by Japan to the United States, pursuant to article 3 of the 1952 treaty of peace. The program assists in executing the responsibility of the Army, which administers this area on behalf of the President, to promote the social and economic development of the Ryukyuan people, as directed by Executive Order 10713, dated June 5, 1957.

History and description.—(1) *Programs in the Ryukyus.*—During the 22 years since the end of World War II, the Army has, through its civil administration of the Ryukyu Islands, assisted the local government in restoring, maintaining, and expanding an educational plant throughout the archipelago. This plant now comprises four universities, 30 senior high schools, 153 junior high schools, 11 vocational high schools, and 227 elementary schools. There are some 9,700 teachers and a total of 282,704 pupils.

While the task of running this educational plant is that of the indigenous government, the Army, through U.S. Civilian Administration, Ryukyu Islands (USCAR), has given material assistance by way of advice, guidance, and technical know-how, and by substantial financial support, provided through funds appropriated partially by the U.S. Congress and partially by the Government of Japan.

(2) *Programs abroad.*—In furtherance of this broad program, the Army also provides many opportunities for qualified Ryukyuans to participate in educational programs in the United States and other countries. The Army grants full scholarships in American universities to some 150 Ryukyuan students at both graduate and undergraduate levels. Other Ryukyuans are provided similar opportunities for undergoing technical or professional training in the United States. The Army also sponsors a number of programs which bring representative leaders from the governmental, professional, and business communities of the Ryukyus to the United States to observe and study American economic, social, and political development at the National, State, and local levels.

In addition, the Army also provides similar opportunities for selected Ryukyuans to undertake advanced studies or technical training in other countries—particularly Taiwan, Japan, and the Philippines.

Legal authorization.—Public Law 86-629, July 12, 1960, as amended.

Obligations, fiscal year 1967 (estimated).—Educational programs \$4,195,000; medical books and periodicals \$25,000; technical cooperation \$656,000; technical education and training \$1,074,000; total \$5,950,000.

D. OFFICE OF THE ASSISTANT CHIEF OF STAFF FOR FORCE DEVELOPMENT**1. UNIT TRAINING**

Purpose.—The objective of unit training is to mold trained individuals into effective teams and units which are capable of performing assigned missions as part of larger Army units.

History and description.—Unit training is that training conducted in all organized units in the Army. The type of training conducted in a given unit is prescribed by an appropriate Army training program. The training programs are designed to develop and maintain the required level of proficiency within the unit to enable it to perform the mission for which it was organized.

Responsibility and authority for the training of all Army units is vested in the Department of the Army. This responsibility is exercised through the commanders of the major Army commands. The Commanding General, U.S. Continental Army Command, directs and supervises the training of units within the continental United States. In overseas areas, the responsibility for unit training is exercised through the Army component commanders of the unified commands.

Training in units is continuous. An individual soldier learns a skill in an Army training center or specialist school and is then sent to a unit that requires such a soldier. At this point, the soldier enters basic unit training, the first of three phases of formal unit training. In this phase, squads and crews are welded together into a smoothly functioning team. Once this has occurred, the teams are formed into platoons where emphasis is placed on developing proficiency at the small unit level. The second phase of training, advanced unit training, is designed to provide experience in teamwork as part of the larger battalion team. The last phase of formal training consists of exercises and maneuvers. During this phase, brigades and larger organizations, together with supporting forces, train as fully integrated combined arms teams. Upon completion of the formal training programs, the units are prepared for operational missions. Appropriate missions are assigned these units and they enter a special training phase called operational readiness training. This training generally parallels the previous unit training; however, emphasis is given in certain areas and new subjects are added. This type of training continues as long as the unit retains sufficient trained soldiers to perform assigned missions. If the number of trained soldiers drops to a level where operational readiness is impaired, the unit reenters the formal training phases and repeats the portions required to return it to a satisfactory level of training.

Training concepts, policies, and programs have been developed over a long period of time based on past experience in preparing units for combat in many and varied situations and environments. They are revised according to changing requirements, the introduction of new equipment, and changing doctrine.

In addition to the responsibility for training units of the Active Army, the Department of the Army is charged with the training of the Reserve components when federalized. The training for the Reserve components when federalized is identical to that for units of the Active Army. The Department of the Army also establishes broad policies, guidance, and requirements for training material used in training units

of the Reserve components when not in federalized status. This material includes the same published training programs used by Active Army units thereby insuring uniform training throughout the Army, both active and inactive.

Legal authorization.—National Defense Act, as amended.

Obligation, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible”; not budgeted separately, but is included in Budget Program 2000, Operation and Maintenance, Army. Estimate of the obligations for unit training is included in the estimate for total obligations for the educational programs of the Department of the Army as given in the “Introduction and Summary” of this chapter.

E. OFFICE OF THE CHIEF OF RESEARCH AND DEVELOPMENT

1. RESEARCH AND DEVELOPMENT (R. & D.) THROUGH CONTRACT WITH EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to provide for continuous advance in Army weapons, equipment, methods, and techniques.

History and description.—A program of research and development was carried on as a minor activity of the technical services of the Army following World War I. In 1939, the Army increased the allotment of funds for this activity, and in 1940 the General Staff established a separate section to supervise it. The technical services then devoted increasing effort and funds to an expanding program of research and development. During World War II the New Development Division supervised the program for the Chief of Staff and the Research and Development Division administered the program under the supervision of the Commanding General, Army Service Forces.

In the reorganization of the Army in 1954, greater emphasis was given to the importance of the program for research and development on military weapons and equipment through the establishment of a separate staff agency for research and development, responsible directly to the Chief of Staff. A later reorganization of the Army in 1962 combined functions of the technical services, for the most part, within the U.S. Army Materiel Command. Now, the U.S. Army Materiel Command and seven other agencies are responsible for the R. & D. effort.

The Army research program is conducted through 56 Army installations and activities and through subcontracting and transfer of funds to other governmental agencies such as the Bureau of Standards, the Naval Radiological Defense Laboratories, the Department of Agriculture, and the Public Health Service. In addition there are some 2,970 contracts with universities, nonprofit research institutions, and industrial research laboratories.

Legal authorization.—Public Law 85-934, September 6, 1958; 72 Stat. 1793; 42 U.S.C., section 1891.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible”; programmed obligations are estimated at \$54,600,000. Of this amount about \$53,600,000 is for research at American universities and about \$1 million is for research at foreign universities.

F. OFFICE OF THE ADJUTANT GENERAL

1. EDUCATION OF DEPENDENTS OF MILITARY AND CIVILIAN PERSONNEL

Purpose.—The purposes of this program are: (1) to provide adequate American public school-type educational opportunities for eligible school age dependents of military and civilian personnel of the Department of the Army residing in overseas areas; (2) to work with the U.S. Office of Education, Department of Health, Education, and Welfare, toward the provision of an adequate free public education for children of school age residing on Federal property located in the United States; and (3) to administer, in cooperation with the National Merit Scholarship Corp. of Evanston, Ill., the Army educational assistance program through which eligible dependent children of active duty Army personnel may be provided financial assistance for higher education by means of an Army scholarship or Army loan for students who attain finalist, semifinalist, or commended status on the national merit scholarship qualifying test.

History and description.—The Army program for the education of dependents has grown continuously since its beginning in fiscal year 1948. At that time, approximately \$1.9 million from appropriated funds was provided for the education of approximately 15,500 school-age dependents residing on military installations in the United States, its territories, and possessions and certain oversea areas, including occupied areas.

Education for eligible school-age dependents in the oversea areas is now provided from grades 1 through 12. Funds are available from appropriated funds as established by Congress in the Department of Defense Appropriation Acts. Many schools operate kindergartens, but this education is provided through other than appropriated funds.

Legal authorization.—Authority for the operation of the program in the oversea areas is contained in Public Law 724, 85th Congress, and Public Law 766, 85th Congress.

The enactment of Public Law 874, 81st Congress, as amended, provides for free public education for children residing on Federal property, and the enactment of Public Law 815, 81st Congress, as amended, provides for the construction of school facilities on Federal property. There are schools located on 35 Army installations within the continental United States, and 10 of these are operated by the Department of the Army with funds provided by the Office of Education, Department of Health, Education, and Welfare, under provisions of Public Law 874. All the schools on Army installations are eligible to apply for additional school facilities under provisions of Public Law 815.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; approximately \$40 million total for Department of Defense dependent students residing in oversea areas, and attending Army-operated dependents' schools or tuition-fee schools, worldwide.

2. GENERAL EDUCATIONAL DEVELOPMENT PROGRAM

Purpose.—The purpose of this program is to increase the efficiency of the Army by raising the academic level of its personnel.

History and description.—During the period beginning in 1950, several American universities were invited by the major oversea commanders to provide college level resident type courses after duty hours for servicemen. At the present time, the University of Maryland offers courses leading to a baccalaureate degree in Europe, in the Middle East, and the Far East. Annually, the university holds commencement exercises in Heidelberg and in Tokyo during which graduating Army personnel are awarded baccalaureate degrees. Florida State University provides similar college level programs in the Caribbean, and the Universities of Hawaii and Alaska serve military personnel in those areas.

Graduate study programs leading to the master of arts degree in the fields of international relations, education, and business administration are now offered by Boston University in Europe. Commencement exercises are held in Heidelberg each year for candidates who have completed requirements for the degree.

In addition to the programs described above, properly qualified military personnel may apply for the degree completion program. This is a further development of the "final semester" plan established in 1955, which made it possible for qualified officer and enlisted personnel to satisfy the usual residence requirements for the baccalaureate or higher degrees at accredited colleges and universities.

Under this plan, a maximum of 1,200 military personnel who can complete a baccalaureate degree within 1 calendar year or an advanced degree within 6 months may be approved annually to attend school for the purpose of degree completion. Regular pay and allowances are authorized, but the individual student is responsible for the payment of all fees, tuition costs, and for the purchase of necessary textbooks and supplies. Eligible veterans may utilize their entitlement under the Veterans Readjustment Benefits Act of 1966 to help them defray these costs.

The present Army's general educational development program offers military personnel opportunity for continuing education from elementary school to graduate degree programs, through group study classes at all levels in Army education centers, courses offered by accredited colleges and universities on post and in the civilian community, USAFI correspondence courses, testing, and counseling services. Specific program goals are the achievement of high school completion or its equivalency for enlisted men, particularly noncommissioned officers and other key career men, 2 years of college for warrant officers, and, as a minimum, the completion of a baccalaureate degree by all commissioned officers, and the provision of opportunities for continuing education for all Army servicemen.

Legal authorization.—Public Law 580, 77th Congress, approved June 5, 1942 (56 Stat. 514).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total \$10,739,168.

CHAPTER 6. PROGRAMS OF THE DEPARTMENT OF DEFENSE—NAVY

A. INTRODUCTION AND SUMMARY

The principal purposes of the educational programs of the Department of the Navy are: (a) to increase the proficiency and effectiveness of military and civilian personnel in discharging their respective duties; (b) through research carried out at educational institutions, to make scientific discoveries and find the solutions to problems bearing upon naval needs; (c) to provide for the education of dependents of Department of the Navy personnel assigned to oversea areas.

To accomplish these purposes the Department of the Navy carries out the following types of educational activities: (1) operation of naval service schools for military personnel, including the Naval War College, the U.S. Naval Academy, and the U.S. Naval Postgraduate School; (2) education and training of military personnel in civilian schools; (3) training and development of civilian personnel; (4) education and training of civilian and enlisted military personnel to become commissioned officers in the Navy and Marine Corps; (5) education of military personnel through correspondence courses; (6) education overseas of school-age dependents of certain personnel of the Department of the Navy; (7) operation of school buses for dependents of naval personnel; and (8) research and development carried out at colleges and universities.

Formal service schools for naval personnel are administered and controlled by the Bureau of Naval Personnel, the Bureau of Medicine and Surgery, the Deputy Chief of Naval Operations (Air), and the Commandant, U.S. Marine Corps, within the appropriate spheres of interest. These schools provide technical and practical education and training for the discharge of the multitude of specialized duties performed in modern naval warfare. Examples of these schools are those for the indoctrination of new recruits, and those preparing enlisted men for advancement in specialized medicine. While Navy service schools generally are operated exclusively either for enlisted men or for officers, some of these schools provide training for both enlisted men and officers working together as they do aboard ship.

The Bureaus of Medicine and Surgery and of Naval Personnel provide graduate and undergraduate training for selected groups of commissioned officers and enlisted personnel in civilian institutions of higher education. In order to qualify for this training applicants must have special qualifications.

The civilian training and development program of the Department of the Navy is planned to develop those skills, knowledges, abilities, and attitudes essential to the achievement of high standards of performance required in the wide range of duties and responsibilities assigned to civilian personnel. The training is accomplished primarily through inservice programs. In the absence of such programs, the

training services of other Government agencies and non-Government facilities are utilized.

The Naval Academy at Annapolis and other institutions of higher learning provide education for civilian and enlisted personnel in preparation for commissions in the Navy and Marine Corps. Such education includes that given in the Naval Reserve Officers Training Corps in 53 civilian educational institutions; the Navy enlisted scientific education program in about 22 colleges and universities; the U.S. Merchant Marine Academy and State maritime academies; the senior medical student program, applying Medical Corps commissions; the Navy Nurse Corps candidate program; and the nursing education program for Navy enlisted women.

Activation of the Marine Corps Institute in 1920 initiated educational opportunities for Marine Corps personnel through correspondence courses. The Navy encourages self-study in technical Navy fields through correspondence course work and offers a large number of courses through the Naval Correspondence Course Center, Scotia, N.Y. The annual enrollment in such courses in this one center is approximately 1,018,000. Additional courses are offered by the Naval War College and other agencies. In addition, extensive use is made of fundamental educational correspondence courses through the U.S. Armed Forces Institute at Madison, Wis.

The Department of the Navy provides for the education of eligible minor dependents of its active duty military and civilian personnel stationed in a foreign country through free tuition in one of its 22 oversea dependents schools. When a service-operated school is not available to these dependents, tuition is generally paid by the Navy for dependents to attend a local school in the country where the parent is stationed.

In most instances in the continental United States and in Puerto Rico the Department, on a reimbursable basis with the U.S. Office of Education pursuant to Public Law 815 and 874, 81st Congress, provides school bus service for dependents of naval personnel when transportation by commercial or local transportation systems is not available or readily accessible. In areas outside the continental United States and Puerto Rico, and in some few authorized instances in the United States, the Department, under authorization of Public Law 604, 79th Congress, provides school bus service for dependents of naval personnel when transportation by commercial or local transportation systems is not available or readily accessible.

The research and development programs of the Department of the Navy are carried out largely through contracts with colleges and universities, 138 of which participated in these activities during the fiscal year 1967.

Concerning the total obligations of the Department of the Navy for its education, development, and training programs, for the fiscal year 1967, an adequate summary cannot be readily ascertained because fiscal data on a number of the educational and related programs are not broken out as separate figures. The total estimated obligations for major education, development, and training programs for the Department of the Navy for the fiscal year 1967 are \$778,666,427. However, this figure does not include obligations for those programs for which estimates are not feasible.

B. ADMINISTRATIVE OFFICE, NAVY DEPARTMENT

1. INSERVICE TRAINING OF CIVILIAN PERSONNEL

Purpose.—The purpose of this program is to develop and maintain a well-trained force of civilian employees equipped to perform an effective job.

History and description.—The program of training for civilian personnel in the Navy Department covers a wide range of skills, knowledges, and abilities relating directly to individual and organizational performance requirements. To meet these requirements a variety of specialized, inservice training classes are sponsored by the Administrative Office, Navy Department. Typical of these are: orientation training for new employees, refresher training in secretarial-clerical skills, supervisory training, and special courses in the communicative skills (speaking, conference leadership, etc.). Other courses are developed from time to time to meet specialized needs of professional, technical, and managerial personnel.

Legal authorization.—Annual appropriation act; 5 U.S.C. 4101-4118 (The Government Employees Training Act); Executive Order 11348 of April 20, 1967.

Obligations, fiscal year 1967.—According to information obtained from the Department of the Navy, estimates of expenditure for the inservice training courses are not feasible because these costs are practically inseparable from other costs.

2. MANAGEMENT DEVELOPMENT PROGRAMS

Purpose.—The purpose of these programs is to facilitate and encourage a planned system of civilian career development.

History and description.—Since 1949 the Navy Department has steadily expanded and improved its formal developmental programs for selected civilian employees. Starting with a management intern program designed to select and train high potential employees at the entry level, the Department now operates two distinct developmental programs covering all classes of administrative work and encompassing grades GS-5 through GS-15. These programs call for a minimum of 1 year of intensive on-the-job training supplemented by formalized instruction and related academic study. These programs are chartered by a special training agreement with the U.S. Civil Service Commission, as amended and approved on February 24, 1965, and include a management intern program and a lateral development program. Additionally, special courses are conducted in the technology and techniques of management to maintain and further enhance managerial skills.

Legal authorization.—Federal Personnel Manual chapter 410; 5 U.S.C. 4101-4118 (the Government Employees Training Act); Executive Order 11348 of April 20, 1967.

Obligations, fiscal year 1967.—Management intern program: Operating \$137,735 (salaries of employees participating in the program), administrative \$17,385 (cost of recruitment except the examining process). According to information from the Department of the Navy, estimates of expenditures for the lateral development program are not feasible because training activities are integrated with the actual

work product, and are, therefore, not separable from other elements of cost.

3. LOCAL UNIVERSITY AFTER-HOURS EDUCATIONAL PROGRAM

Purpose.—The purpose of this program is to supplement inservice training courses in areas of academic, technical, and job-related-type subject matter; and to stimulate employee self-development.

History and description.—Since 1950, the Navy Department has actively cooperated with local colleges and universities in the development of special courses and degree programs of interest to Navy Department employees. In addition to single courses at both the graduate and undergraduate levels, six graduate (masters) degree programs are offered; namely, engineering administration, financial management, personnel management, governmental administration, technology of management, and administration. Certificate of achievement programs are offered in general procurement management and data processing. George Washington University, the American University, and Rensselaer Polytechnic Institute in cooperation with Harbridge House, Inc., are the principal participating institutions in the administrative office program. The Navy Department is serviced by these same institutions as well as by the University of Maryland in the Pentagon program. Classes are normally scheduled on an after-hours basis for the convenience of employees.

Legal authorization.—5 U.S.C. 4101-4118 (the Government Employees Training Act); Executive Order 11348 of April 20, 1967; Federal Personnel Manual, chapter 410; G.I. Veterans Readjustment Act of 1966.

Obligations, fiscal year 1967.—Approximate administrative cost, \$15,000 (representing the salary and overhead expense for one full-time employee charged with the responsibility for coordinating and administering the after-hours educational program). Operating and tuition costs cannot be estimated with any degree of accuracy. Much of the after-hours training and education is taken at the employee's own expense and on his own (after duty hours) time. Tuition costs are authorized for classes which are required for effective job performance. However, each activity, command, bureau and/or office, may and does establish the amount of subsidy, if any, and the conditions under which it may be offered. Some commands may reimburse a student 25 percent of his tuition and another command may reimburse 100 percent of tuition upon satisfactory completion of a previously approved course. Under such conditions accurate or reasonable estimation of cost is not possible.

C. BUREAU OF MEDICINE AND SURGERY

1. MEDICAL DEPARTMENT TRAINING IN NAVY AND CIVILIAN SCHOOLS

Purpose.—The purpose of this program is to provide essential training to personnel of the Navy Medical Department in military and technical fields and to develop a sufficient number of specialists in these fields.

History and description.—A long established professional training program is carried on at the Naval Medical School, Naval Dental

School and Naval School of Hospital Administration, National Naval Medical Center, Bethesda, Md., and selected naval hospitals and medical centers. Enlisted training programs are carried on in Hospital Corps Schools at Great Lakes, Ill.; San Diego, Calif.; Portsmouth, Va.; and Bethesda, Md.; and in Dental Technicians Schools at San Diego, Calif., and Bethesda, Md. The curriculums of these schools provide training ranging from basic indoctrination for officers and enlisted men to advance training in technical specialties allied to military medicine.

In 1945, a postgraduate medical training program consisting of courses, residencies, fellowships, and preceptorships was set up in civilian medical schools for selected officers of the medical department, in the various fields as relating to their service duty assignments. In 1955, this program was made available to selected enlisted personnel. Since 1955, on the advice and consent of the Surgeon General, these programs have been greatly increased.

Medical Corps officers are afforded postinternship training if desired in aerospace medicine, submarine medicine, amphibious and field medicine. They are also offered postgraduate training in various civilian institutions on a long-term basis. Dental Corps officers are afforded internships at various naval hospitals, graduate courses at the Naval Dental School, graduate level training (residency type) at various naval hospitals, and graduate training at various civilian institutions on a long-term basis. Continuing educational courses in all specialties of dentistry are provided by short graduate and refresher courses presented by Navy dental activities and by civilian institutions and professional societies.

Undergraduate and graduate Medical Service Corps training programs are established in civilian education institutions to meet service requirements where appropriate courses or curriculums are not available in service facilities. Educational programs for Nurse Corps officers include attendance in civilian universities on the undergraduate and graduate level in areas of specialization in nursing, education, and administration. Attendance at the Navy Management Postgraduate School at Monterey also provides preparation on the graduate level. The Navy Nurse Corps candidate program offers financial assistance to student nurses in the junior and/or senior year of an approved baccalaureate degree program, in return for obligated service in the Navy Nurse Corps. Enlisted hospital and dental personnel who meet the criteria for the Navy enlisted nursing education program, are subsidized for 4 years of education in an approved undergraduate program in a civilian university, in return for obligated service in the Navy Nurse Corps. Enlisted hospital and dental personnel training is given in service schools to prepare enlisted personnel in the basic and advanced hospital corps subjects, and medical and dental technical specialties.

Legal authorization.—Annual appropriations act.

Obligations, fiscal year 1967.—Operating and administrative (breakdown reported "not feasible"), \$3,870,000 exclusive of pay and allowances of staff and students.

2. RESIDENCY AND INTERN TRAINING IN NAVAL HOSPITALS AND SCHOOLS

Purpose.—The purpose of this program is to maintain high standards of care and treatment in naval hospitals and to provide the services of trained civilian specialists as consultants or instructors in specialized fields of medicine and dentistry.

History and description.—The training of medical interns in naval hospitals began in 1923, and for dental interns in 1948. The residency program for Medical Corps officers began in 1945 and for Dental Corps officers in 1950. Funds allocated to the programs are used exclusively to reimburse civilian lecturers for their participation.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible”; total \$300,000 for fees of lecturers for instruction.

D. BUREAU OF NAVAL PERSONNEL

1. ENLISTED PERSONNEL TRAINING IN SERVICE SCHOOLS

Purpose.—The purpose of this program is to train enlisted men in the Navy and naval trainees from other countries in the primary, advanced, and special phases of their individual rates.

History and description.—Service school training for Navy enlisted men to help qualify them for advancement within their rating group has been carried on for more than half a century. At present there are 100 service schools offering elementary and advanced technical training for nonrated personnel and petty officers.

Legal authorization.—Navy regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible”; total \$56,180,000, which includes all identifiable annual costs of training, except pay and allowances of students.

2. FLEET AND FUNCTIONAL TRAINING

Purpose.—The purpose of this program is to provide training in the performance of specialized tasks and functions and training in shipboard operations and specialized warfare programs which require joint and coordinated applications by officers and enlisted personnel.

History and description.—During World War II the Navy enlarged and formalized training for officers and enlisted personnel to function as groups or teams in the performance of operational tasks, specialized functions and shipboard operations. This program now includes specialized training ashore in such areas as advanced undersea weapons, deep sea diving, damage control, fire fighting, explosive ordnance disposal, fleet ballistic missile and surface missile systems, nuclear propulsion, precommissioning, individual refresher and team training in shipboard operations for personnel of ships' companies, and training in such specialties as amphibious, antisubmarine and antiair warfare and destroyer, submarine and mine warfare.

Legal authorization.—Navy regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; identifiable annual costs of training, not including pay and allowance of students, \$75,045,000.

3. EDUCATIONAL SERVICES PROGRAM

Purpose.—To provide voluntary educational opportunities to all naval personnel, regardless of their assignment, through which they may be able to raise their educational level and thus increase their value to the Navy, their country and themselves.

History and description.—The information and education program, redesignated educational services program, was established in 1943 and became navywide in 1945. Although the name of the program was changed late in 1965 to educational services program, one of the 28 programs included in General Military Training (GMT), the basic purpose has remained the same. Commanding officers of ships and stations are responsible for providing educational opportunities for naval personnel in subjects normally taught in civilian academic institutions at all levels. The U.S. Armed Forces Institute (USAFI) currently provides the bulk of materials and services. Over 6,000 correspondence courses are available to naval personnel through USAFI from 46 participating colleges and universities. Approximately 80,869 officers and enlisted men in the Navy took courses under the voluntary educational programs and an additional 43,168 men successfully completed the High School General Educational Development Test and various parts of the college level examinations in the fiscal year 1967.

Legal authorization.—BUPERS Manual, article D2103, and Educational Services Manual, NAVPERS 15229 (series).

Obligations, fiscal year 1967.—Operation and Maintenance Navy (O&MN), \$6,772,012 (approximately \$570,176 of which was for tuition fees).

4. OPERATION OF CERTAIN COMMAND AND STAFF COLLEGES

Purpose.—The purpose of these colleges is to provide advanced professional education for officers in preparation for high command and staff duties.

History and description—The Naval War College.—Founded in 1884, the Naval War College is the highest professional educational institution in the Navy. It prepares officers for higher command. Some 300 to 400 specially selected military and civilian students attend the 10-month resident courses at the Naval War College. They pursue their studies in an informal atmosphere of discussion and learning. The program includes a carefully worked out curriculum, faculty guidance and assistance, association with members of other military services and departments of Government and distinguished civilian and military lecturers. The Naval War College offers the following resident courses:

School of naval warfare (10 months).—Naval officers in the grades of captain and commander with 16 to 23 years of commissioned service, who currently are best qualified for promotion are selected to attend the naval warfare course. The other military services fill quotas with officers of equivalent grades while other governmental agencies fill in-

vitational student quotas. This course prepares officers for high command.

School of command and staff (10 months).—Naval officers in the grades of commander and lieutenant commander, with 10 to 15 years of commissioned service who currently are best qualified for promotion are selected to attend the command and staff course. The other military services fill allocated quotas with officers of equivalent quotas. This course emphasizes the fundamentals of naval warfare.

Naval command course (10 months).—Annually, the Chief of Naval Operations invites selected free world countries to send a representative to attend this course. Officers attending are in the grades of captain or commander. This course is designed to prepare these officers for high command in their own navies.

In addition to the resident courses described above, the Naval War College is engaged in the following collateral functions:

The Correspondence School.—The President of the Naval War College extends the educational facilities of the resident schools to non-resident officers and selected Government employees through correspondence courses. Enrollment is at the discretion of the President, Naval War College.

War gaming program.—The Navy electronic warfare simulator, which provides war gaming support to the resident course curriculums and to fleet commanders is maintained and operated by the Naval War College.

Reserve officer courses.—Appropriate Naval Reserve officer courses of 2-weeks duration are conducted at the Naval War College.

Global strategy discussions.—Once each year the Naval War College conducts a high-level discussion program 1 week in length entitled "The Global Strategy Discussions." This course is sponsored by the Secretary of the Navy. Attendance is limited to students and staff of the Naval War College, selected civilian guests of the Secretary of the Navy, high ranking military officers, and members of the senior Reserve officers course.

The Armed Forces Staff College.—This is a joint college under the technical direction of the Joint Chiefs of Staff. It is operated by the Navy and is located at Norfolk, Va. The course of study covers combined organizations, planning and operations, and related aspects of material and international security. It is designed to enhance the preparation of selected military officers for duty in all echelons of joint and combined commands.

The history and description of the Armed Forces Staff College have been given in chapter 4 of this report.

Legal authorization.—Navy Regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported as being "not feasible"; total \$6,423,000, not including pay and allowances of student officers.

5. OPERATION OF THE U.S. NAVAL ACADEMY

Purpose.—The purpose of the Naval Academy is to train officer candidates for commissioning in the regular naval service and the U.S. Marine Corps.

History and description.—The U.S. Naval Academy was founded at Fort Severn, Annapolis, in 1845 by George Bancroft, Secretary of the Navy. In 1851 it was reorganized as the U.S. Naval Academy with a 4-year course of academic instruction.

Its stated purpose is to develop midshipmen morally, mentally, and physically, and to imbue them with the highest ideals of duty, honor, and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship, and government.

The U.S. Naval Academy is a service-operated school for approximately 4,150 midshipmen. Individuals receive instruction, quarters, pay, and allowances, and are commissioned in the Regular Navy or U.S. Marine Corps.

Legal authorization.—Budget authorization; 10 U.S.C. 6954, 6956.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; approximately \$38,055,000 for all discernible annual costs including pay and allowances of midshipmen.

6. TRAINING OF OFFICER CANDIDATES AT COLLEGES AND UNIVERSITIES

Purpose.—The purpose of this program is to provide essential academic education and naval training for officer candidates of the Department of the Navy.

History and description.—The Chief of Naval Personnel conducts three programs for the training of officer candidates, in addition to that of the U.S. Naval Academy, by using the facilities of numerous colleges and universities: "Regular" and "Contract," which differ widely in method of selection, type of assistance offered, and benefits received. "Regular" NROTC students receive 4 years of Navy-subsidized education with the prospect of an active career in the Navy.

Under the provisions of Public Law 88-647 about 1,800 applicants are selected by competitive scholarship procedures for enrollment each year. Upon graduation they are commissioned in the Regular Navy, or the U.S. Marine Corps. The program provides one of the two principal sources of career naval officers and the largest single source of officers for the Marine Corps.

"Contract" NROTC students are selected by the professor of naval science from among those students already in attendance at, or selected for admission by, a college or university. They obligate themselves to take certain naval science courses, drills, and one summer training course. In return they receive their uniforms, a subsistence payment in their junior and senior years, and a Reserve commission upon graduation, if qualified. NROTC units are established in 53 colleges and universities.

The Reserve officer candidate program was initiated in 1949 under the provision of the Naval Reserve Act. Enlisted personnel in the Naval Reserve in good standing in accredited colleges and universities are selected for basic and advanced courses in naval science offered in two summer sessions at a services school. The Navy subsidizes only the summer training.

The Navy enlisted advanced school program was established for the purpose of meeting problems and complexities of modern warfare. A 4-year college education prepares successful graduates, selected

from the enlisted ranks for technically demanding line officer billets. Graduates receive commissions in the Regular Navy in accordance with their special qualifications. In 1958, the program was expanded to educate selected personnel in the general fields of science and engineering. The expanded program is designated the Navy enlisted scientific education program. It is planned to enroll approximately 500 selected enlisted personnel annually in 22 designated universities.

Legal authorizations.—10 U.S.C. 2101 through 2111; 10 U.S.C. 593.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; (a) NROTC; \$18,051,000 including pay and allowances of students, (b) all other programs: total, \$4,580,000 inclusive of pay and allowances of active duty student personnel.

7. POSTGRADUATE EDUCATIONAL PROGRAM

Purpose.—The purpose of this program is to provide such advanced education in technical, professional, and special subjects as may be prescribed by the Navy to meet the needs of the naval service.

History and description.—In 1909 the Secretary of the Navy established a School of Marine Engineering at the Naval Academy in Annapolis for the advanced education of naval officers. In 1912 the school was designated the Postgraduate Department of the U.S. Naval Academy. The operation of the school was temporarily suspended during World War I, with classes being resumed in 1919. At this time curriculums in mechanical and electrical engineering were added. With the passing years other curriculums—ordnance engineering, radio engineering, aerological engineering, and aeronautical engineering—were added. Enrollment in the postgraduate school increased rapidly in the World War II years in the several engineering curriculums with a curriculum in communications being added. Legislation during the years 1945 to 1951 authorized the school to confer bachelors, masters, and doctors degrees in engineering and related subjects; created the position of academic dean to insure continuity in academic policy; established the school as a separate naval activity to be known as the U.S. Naval Postgraduate School; authorized the establishment of the school at Monterey, Calif.; and provided funds to initiate the construction of buildings to house modern laboratories and classrooms at that location.

On December 22, 1951, by order of the Secretary of the Navy, the naval postgraduate school was officially disestablished at Annapolis, Md., and established at Monterey, Calif., with two component schools, the engineering school and the general line school comprising the Monterey facility.

In June 1956, a Navy management school was established as an additional component of the naval postgraduate school. Its mission was to provide education in the application of sound scientific management practice to the complex organizational structure and operation of the Navy with a view to increasing efficiency and economy of operation.

On August 2, 1960, the Secretary of the Navy redefined the mission of the naval postgraduate school as follows: "To conduct and direct the advanced education of commissioned officers, to broaden the professional knowledge of general line officers, and to provide such other indoctrination, technical and professional instruction as may be pre-

scribed to meet the needs of the naval service. In support of the foregoing, to foster and encourage a program of research in order to sustain academic excellence."

The continuing growth and projected expansion of the school led to a major reorganization in August 1962. A completely new organization became effective as one school, the naval postgraduate school, with unified policy, procedure and purpose.

The postgraduate programs conducted at Monterey include engineering and scientific education leading to designated baccalaureate and/or advanced degrees, and management education to the master's level. In addition, the superintendent of the naval personnel exercises administrative control over Navy-sponsored postgraduate programs in approximately 50 civilian educational institutions.

Long-range plans provide both for expansion of the postgraduate students enrollment at the naval postgraduate school and for expansion of the physical plant.

Legal authorization.—Navy Regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total, \$9,599,000 excluding pay and allowances of students.

8. RECRUIT TRAINING

Purpose.—The purpose of this training is to effect a smooth transition from civil to naval life for the newly enlisted recruit.

History and description.—Formal recruit training in the Navy began in 1882 at Newport, R.I. The current program provides instruction in seamanship, ordnance and gunnery, fire fighting, use of small arms, swimming and sea survival, as well as an introduction to the customs and traditions of the U.S. Navy.

Legal authorization.—Navy Regulations, article 0440.2, (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total \$35,205,000 including all annual costs except pay and allowances of recruits.

9. TRAINING IN SPECIAL OFFICER SCHOOLS

Purpose.—The purpose of this program is to provide special instruction, usually for junior officers, and refresher instruction as necessary to meet the needs of the naval service.

History and description.—The chief of Naval Personnel provides approximately 47 courses in 13 shore-based officer training activities. These courses are normally 2 to 48 weeks in length, with the exception of language instruction which varies from 6 to 15 months and the electronics officers (maintenance) course which is 1 year in length. The number and variety of the courses are constantly changing as required to meet the everchanging requirements and developments within the Navy.

Officers from the U.S. Army, U.S. Air Force, U.S. Marine Corps, U.S. Coast Guard, and foreign countries are provided instruction in these special officer schools upon request.

Legal authorization.—Navy Regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total \$4,208,000 not including pay and allowances of students.

10. OPERATION OF OFFICER CANDIDATE SCHOOL

Purpose.—This program is designed to provide, by a system of training and instruction in essential naval subjects, a source from which qualified officers may be obtained for the U.S. naval service.

History and description.—The Officer Candidate School was established in February 1951, as a component of the U.S. Naval Schools Command in Newport, R.I. It was intended as a temporary means of providing a source of Reserve officers to meet the increasing demands for officers occasioned by the Korean conflict. Continuation of the cold war and consequent maintenance of a Navy requiring an officer input greater than the USA and NROTC sources could provide has resulted in continuous operation of OCS.

In 1960, OCS was established as a separate command which receives logistic support from the Naval Schools Command, Newport, and the Naval Station, Newport. To date over 56,000 officers have been trained at Officer Candidate School. The basic OCS course is 18 weeks in length.

Legal authorization.—Annual Department of Defense Appropriation Act.

Obligations, fiscal year 1967.—Total: \$3,648,000.

11. UNDERGRADUATE EDUCATION

Purpose.—The purposes of this program are: (1) To provide opportunity for naval officers (except Medical Service Corps and Nurse Corps) without baccalaureate degrees to acquire a basic education afforded by obtaining a baccalaureate degree; and (2) to provide opportunity for enlisted personnel to be educated to the junior college level through the Navy associate degree completion program.

History and description.—The Navy conducts two undergraduate training programs, namely: the bachelor or science/bachelor of arts undergraduate program and the college degree program.

The bachelor of science/bachelor of arts undergraduate program is a continuation of the five-term college training program. It is conducted for eligible officers at the Naval Postgraduate School, Monterey, Calif. Candidates must have an advanced undergraduate standing of at least 45 semester hours of acceptable credit and have earned a "C" average in all previous college courses. Acceptable undergraduate work must include mathematics through college algebra.

The college degree program was instituted in 1966. This program was designed to enable officers who have completed three or more years of undergraduate education to attend school on a full-time basis to complete requirements for a baccalaureate degree. All required undergraduate work must be completed within 1 year at any accredited academic institution.

The associate degree completion program (ADCOP) is a full-time vocational/technical education program for career enlisted personnel and is designed to lead to a terminal level associate degree in less than 2 years. ADCOP was launched as a pilot program, and in September 1966 petty officers were enrolled at three junior colleges. An addi-

tional junior college was added in September 1967, and 75 new students were enrolled at that time. ADCOP is projected to remain on a pilot basis through the academic year 1968-69.

Legal authorization.—Part II, Holloway Board Report of September 15, 1945, authorized the bachelor of science/bachelor of arts undergraduate education program; and the Secretary of the Navy's task force on Navy/Marine Corps Personnel Retention Report of January 25, 1966, authorized the college degree program. The Navy associate degree completion pilot program implemented recommendation No. 33 of the approved SecNav retention task force recommendations.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total cost of undergraduate program (less ADCOP) included in postgraduate program; ADCOP program \$82,500. See "7. Postgraduate educational program," above.

12. OFFICER SHORT COURSE PROGRAM

Purpose.—The purposes of this program are: (1) To meet special, emergency, and unforeseen training and education needs through the support of tuition and related costs of various short courses relating to the officer's duties in his present billet; (2) to support travel and per diem costs relating to the officer's duty under instruction assignment; and (3) to support other miscellaneous tuition and travel costs associated with training and education needs.

History and description.—This program provides tuition and related courses costs for Bureau-of-Naval-Personnel-sponsored, after-hours courses in advanced administrative management, quantitative factors in administration, human factors in administration, human behavior in organizations, and survey of data processing. These courses are given for various management-type seminar programs; for Chaplain Corps seminar and counseling programs; for the brig officers correctional administration program; and for various miscellaneous nonrecurring requirements. The arrangement provides travel and per diem costs for naval officers assigned as students to the Foreign Service colleges and to the Foreign Service Institute, Washington, D.C., and for certain naval officer postgraduate selectees to receive academic and professional counseling in the Bureau of Naval Personnel.

Legal authorization.—Navy Regulations, article 0440.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Total: \$125,000.

13. EDUCATION OF DEPENDENTS AT OVERSEA SHORE ESTABLISHMENTS

Purpose.—The purpose of the overseas schooling program is to provide primary and secondary education for minor dependents of Department of Defense military and civilian personnel stationed overseas.

History and description.—Prior to 1951, the Bureau of Naval Personnel provided to "activities" in the continental United States under its management control, funds for the education of dependents of certain military and civilian personnel stationed at such "activities." In the fiscal year 1951, with the provision of Public Laws 815 and 874 of the

81st Congress as amended, the Department of Health, Education, and Welfare assumed the responsibility for administering this schooling program for the United States and most of its territories and possessions. The Bureau of Naval Personnel continued to administer the education of dependents overseas.

In 1964, the Department of Defense established an overseas dependents school system operated by the military departments and assigned the Department of the Navy responsibility for providing academic administration for all overseas dependents schools in the Atlantic school area. The Department of the Navy was also assigned responsibility for programming, budgeting, and funding for all personnel and logistical support for overseas dependents schools established on Navy bases and installations worldwide. This also included support of students enrolled in tuition-free schools and correspondence courses when Department of Defense schools were not available.

In 1967 the Department of Defense overseas dependents school system was reorganized. The Department of the Navy was assigned responsibility for both the operation and administration of all dependents schooling in the Atlantic area while continuing to program, budget, and fund for all logistical support for those dependents schools established on Navy bases and installations throughout the world.

Legal authorization.—Public Law 604, 70th Congress, and annual Department of Defense appropriation act.

Obligations, fiscal year 1967.—(Included in ch. 4 of this report, under subtopic I, "Department of Defense overseas dependents schools".)

14. NAVAL JUNIOR RESERVE OFFICERS TRAINING CORPS

Purpose.—This program is designed to train students to become informed citizens, of strong character, with an understanding of the military responsibility of each citizen in a democratic society, and an appreciation of the Navy and of the role of seapower in the national defense. The program further aims to motivate students for careers in the U.S. Navy.

History and description.—Public Law 88-657 requires that the Secretary of each military department shall establish and maintain a Junior Reserve Officers Training Corps, organized into units at public and private secondary educational institutions which (a) apply for units and (b) meet standards and criteria prescribed by the Secretaries. The program began in September 1966. The total number of units may not exceed 1,200. Enrollment is limited to physically fit male citizens who are at least 14 years of age. Each unit must maintain an enrollment of 100 cadets. Schools must provide facilities for the operation of a program of at least 3 years' duration. Institutions must offer a curriculum approved by the Chief of Naval Personnel and employ retirees of the Navy and/or Marine Corps whose qualifications are approved by the Chief of Naval Personnel. All equipment, texts, and educational materials, and uniforms are furnished by the Secretary of the military department concerned.

Legal authorization.—Public Law 88-647 (10 U.S.C. 2031).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; approximately \$125,000 allotted for support of the NJROTC Program.

15. DEFENSE SYSTEMS ANALYSIS EDUCATIONAL PROGRAM (IDA)

Purpose.—The purpose of this program is to educate military and civilian personnel in the techniques of the planning-programming-financial management system for ultimate assignment to the Joint Staff, staffs of the military departments and the Office of the Secretary of Defense, in areas that are particularly concerned with systems analysis and force level planning.

History and description.—The defense systems analysis educational program was established within the Department of Defense by the Secretary of Defense. The Navy was assigned as executive agency for the 1-year defense systems analysis educational program conducted by the Institute for Defense Analysis in cooperation with the University of Maryland. The first class convened August 2, 1965.

The course consists of three academic semesters and leads to a master's degree, for those who qualify, conferred by the University of Maryland. The curriculum includes courses in economics, mathematics, mathematical operations research, statistics, and strategic studies and analysis of defense policy decisions. The final phase of the course includes study of politico-military situations, review of the Department of Defense studies, and completion of thesis work.

Legal authorization.—Deputy Secretary of Defense memorandum of November 16, 1964; subject: Establishment of defense systems analysis educational program.

Obligations, fiscal year 1967.—The contract for 52 students in the fiscal year 1967 was negotiated for \$326,000.

16. DEFENSE MANAGEMENT SYSTEM'S COURSE

Purpose.—The purpose of this course is to develop an appreciation of the concepts, principles, and methods of defense management as they relate to planning, programming, and budgeting.

History and description.—The establishment in 1962 of the planning, programming, and budgeting system in the Department of Defense marked a new plateau in the ever-increasing sophistication of the management of Government. This new system evolved not as a decisionmaking device or machine, but rather as a system through the functioning of which better decisions might be made. The Office of the Secretary of Defense, in December 1964, established the defense management systems course at the Naval Postgraduate School, Monterey, to be administered by the Navy as executive agent.

The current curriculum is devoted to meeting the objective stated above by considering the interrelationships of resource management with force planning, the Department of Defense programming system and program budgeting. A 4-week course is offered about seven times a year and a 1-week abbreviated version of broader scope is offered three times a year for flag-general officers and civilian equivalents.

Legal authorization.—Secretary of Defense memorandum of March 31, 1964, subject: Establishment of joint executive management seminars program.

Secretary of Defense memorandum of December 1, 1964, subject: Establishment of a joint course in defense management.

Obligation, fiscal year 1967.—Included in the obligations for the Naval Postgraduate School (see item 7, postgraduate educational program, above).

17. CORRESPONDENCE COURSE PROGRAM

Purpose.—The purpose of this program is to provide professional education and training for naval officers and enlisted personnel, both Active and Reserve, in the knowledges and skills required to perform their duties in the Navy. For enlisted personnel the purpose of this training is also to help qualify them for advancement within their rating group.

History and description.—The Navy correspondence course program began at the Naval War College in 1914 and, by progressive stages, has expanded to include a number of administrative activities and to embrace a number of courses covering almost every professional subject area in the Navy. The following activities are currently administering naval correspondence courses: the Naval Correspondence Course Center, Scotia, N.Y.; the Naval War College, Newport, R.I.; the Naval Submarine School, New London, Conn.; the Naval Security Group, Washington, D.C.; Naval Medical School, Bethesda, Md.; Naval Dental School, Bethesda, Md. Of these administrative agencies, the Correspondence Course Center is the largest, administering approximately 300 officers, officer-enlisted courses covering every enlisted rating in the Navy and most of the technical and professional subject areas required by naval officers.

Naval correspondence courses are nonresident courses, hence may be studied by the student in his spare time. This feature enables the program as a whole to serve as a means of supplementing the training provided by the service schools and other resident school programs. In addition, the program enables Naval Reserve personnel who are unable to belong to Reserve training units to maintain their professional qualifications and to enhance their readiness potential in the event of recall to active duty.

Courses are prepared at each of the administrative headquarters. But the majority of those administered at the Correspondence Course Center are prepared at the Training Publications Division, Washington, and the Naval Training Publications Center, Memphis. These two offices also prepare the training manuals on which the courses are based. These same training manuals are used both as basic texts and as references in other Navy training programs such as enlisted schools, the officer candidate program, and in Reserve training.

Legal authorization.—Naval regulations, article 040.2 (10 U.S.C. 6011).

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible." Correspondence Course Center totals \$907,000 including all annual costs except pay and allowances of enrollees.

E. NAVAL AIR SYSTEMS COMMAND

1. NAVAL AIR PILOT TRAINING

Purpose.—The purpose of this training is to produce naval aviators to support fleet requirements.

History and description.—The Naval Air Training Command was established on December 20, 1943. Prior to this time the training of naval aviators was performed at the Naval Air Training Center, Pensacola, Fla., under military control of the Commandant of the 8th

Naval District, technical control of the Bureau of Navigation, and management control of the Bureau of Aeronautics. The present Naval Air Training Command is under the military control of the Chief of Naval Operations. It is the primary support of the Naval Air Systems Command. It consists of the following subordinate commands: Naval Air Basic Training Command at Corpus Christi, Tex.; Naval Air Reserve Training Command at Glenview, Ill., and the Naval Air Technical Training Command at Memphis, Tenn.

Legal authorization.—General authorization implemented by directives from the Secretary of the Navy.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; total \$348,020,000, which includes administration, operation, and maintenance costs for all pilot training (obligations for naval air technical training included under the program immediately following).

2. OPERATION OF NAVAL AIR TECHNICAL TRAINING SCHOOLS

Purpose.—The purpose of these schools is to train U.S. Naval and Marine Corps officers and enlisted technicians and specialists in aviation technical training skills.

History and description.—The Naval Air Technical Training Schools were organized in 1940 to meet the need for skilled naval aviation technicians to support the operational squadrons in the fleet. By 1945, 50 schools were in operation with an annual output of 120,000 trainees. In fiscal year 1967, there were in operation 92 schools and/or courses augmented by 58 naval air maintenance training detachments with an annual output of approximately 129,000 personnel. Students drawn from the Fleet or Shore Establishments or new recruits receive aviation technical training ranging from the elementary training of an airman to specialized training for higher ratings and officers.

Legal authorization.—General authorization implemented by directives from the Secretary of the Navy.

Obligations, fiscal year 1967.—\$165.2 million operating cost, which included Chief of Naval Air Technical Training Staff pay and allowance, instructor personnel pay and allowance, student personnel pay and allowance, direct school support, direct school and aircraft operating costs, direct aircraft overhaul, direct school depreciation, capital account equipment depreciation, building depreciation, consumable material, training activity overhead, naval air station overhead, and indirect aircraft cost.

F. NAVAL FACILITIES ENGINEERING COMMAND

1. OPERATION OF SCHOOLBUSES

Purpose.—The purpose of this activity is to provide schoolbus service for dependents of military and civilian personnel living on the premises of naval establishments when transportation by local schoolbus or commercial lines is unavailable.

History and description.—Until 1946 the schoolbus service was on a small scale with few naval "activities" involved. By the fiscal year 1967, 47 naval "activities" in the United States, territories, and possessions and 26 overseas were using the program. The commander,

Naval Facilities Engineering Command, is responsible for the administration of this program.

Legal authorization.—Public Law 604, 79th Congress.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible;” total \$858,125.

G. HEADQUARTERS, U.S. MARINE CORPS

1. OPERATION OF THE MARINE CORPS INSTITUTE

Purpose.—The purpose of the Marine Corps Institute, an official training activity of the Marine Corps, is to perform the following functions: (a) Preparation and administration of correspondence courses designed to increase the technical and general military proficiency of individual marines; (b) preparation, distribution, grading, evaluation, and reporting of the results of various tests used in connection with enlisted promotion programs and in the evaluation of local general military subjects training programs.

History and description.—In 1920, the Marine Corps Institute was established with the intention of conducting its program through classroom techniques. Some marines transferred overseas, however, wished to continue the pursuit of knowledge; hence, a system of correspondence study was devised. In the period 1920 through 1957, the Marine Corps Institute offered courses at the high school, junior college, vocational, and technical levels. In 1957 the Marine Corps Institute mission was changed from one that was academic in nature to one concerned with training. Courses are written to meet the requirements of military occupational specialties. One hundred thirty-five courses of instruction are offered.

Legal authorization.—Public Law 8, 66th Congress (vol. XLI, pt. 1, 13).

Obligation, fiscal year 1967.—Breakdown into operation and administrative categories “not feasible”; direct cost budget \$248,000—logistical support, maintenance costs, civilian and military personnel salaries excluded.

2. OPERATION OF MARINE CORPS OFFICER SCHOOLS

Purpose.—The purpose of these schools is to train officers for command and staff duties in appropriate echelons of command within the Fleet Marine Force.

History and description.—Among the officer training courses conducted at Marine Corps Schools, Quantico, Va., are (a) officer candidate, platoon leaders, NROTC, and woman officer training courses, which provide screening and precommissioning training for personnel aspiring to commissioned status; (b) the basic school, organized in 1940, which trains newly commissioned second lieutenants in the general duties and responsibilities of a Marine officer and the particular duties of an infantry platoon commander; (c) the Amphibious Warfare School, so designated in August 1964, which provides professional education for captains and majors with primary emphasis on command and staff duties in the coordinated employment of naval, ground, and aviation elements in modern amphibious warfare; (d) the Command and Staff College, so designated in August 1964, which provides professional education for lieutenant colonels and majors in

command and staff duties with emphasis on advanced instruction in the doctrines and techniques of amphibious operations; (e) Marine Corps Supply Schools and the Marine Corps Engineer School at Marine Corps Base, Camp Lejeune, N.C., and certain tracked vehicle courses conducted by the schools battalion at Marine Corps Base, Camp Pendleton, Calif., which provide officer training in the indicated specialities.

Legal authorization.—Basic Naval Establishment plan; promulgated annually.

Obligations, fiscal year 1967.—The cost of training at Marine Corps schools varies with the type of training provided; and, inasmuch as the schools are supported by larger Marine Corps commands with other missions, the training costs are reported by the Marine Corps as being "not readily identifiable."

3. TECHNICAL TRAINING FOR ENLISTED PERSONNEL

Purpose.—The purpose of this program is to train enlisted marines in technical skills commensurate with their rank and military occupational specialty.

History and description.—All enlisted marines began their careers with 8 weeks of intensive training at the Marine Corps Recruit Depots located at Parris Island, S.C. or San Diego, Calif., depending upon the geographical location of enlistment. Immediately following recruit training all marines are slated for individual combat training at either Marine Corps Base, Camp Lejeune, N.C., for graduates from Parris Island, or Marine Corps Base, Camp Pendleton for graduates from San Diego. The duration of this phase of training is dependent upon the occupational field to which the marine is assigned. Infantrymen attend for 4 weeks while noninfantrymen attend a shortened 2 weeks version of the same training. Following this phase marines receive job-oriented training at formal schools or basic specialist training to prepare them for duty with the operating forces.

Among specialized formal schools conducted for enlisted personnel are the following: (a) sea school indoctrination courses, Marine Barracks, U.S. Naval Base, Portsmouth, Va., and Marine Corps Recruit Depot, San Diego, Calif., which train selected personnel for duty afloat; (b) field music school, Marine Corps Recruit Depot, Parris Island, S.C., which provides training for buglers and drummers slated for assignment to drum and bugle corps; (c) a woman marine noncommissioned officer leadership course and technical ordnance courses which are conducted by Marine Corps School, Quantico, Va.; (d) Marine Corps Supply Schools and Marine Corps Engineer School, Marine Corps Base, Camp Lejeune, N.C., Marine Corps Personnel Administration School, Marine Corps Recruit Depot, Parris Island, S.C.; Marine Corps Tank and Automotive School, Marine Corps Base, Camp Pendleton, Calif.; and the Communication-Electronics School Battalion at Marine Corps Recruit Depot, San Diego and Marine Corps Base, Twenty-Nine Palms, Calif., which provide varied training in the indicated specialties.

Legal authorization.—Basic Naval Establishment plan; promulgated annually.

Obligations, fiscal year 1967.—The cost of training at Marine Corps schools varies with the type of training provided; and, inasmuch as the schools are supported by larger Marine Corps commands with other missions, the training costs are reported by the Marine Corps as being "not readily identifiable."

4. EDUCATION FOR DEPENDENTS OF MARINE CORPS PERSONNEL

Purpose.—The purpose of this program is to provide dependent children of Marine Corps personnel opportunity to attend schools comparable to public schools located near Marine Corps installations.

History and description.—With funds provided by the Department of Health, Education, and Welfare, the Marine Corps operates elementary and secondary school facilities for the dependent children of its personnel living on Federal property at four installations in the continental United States. The educational programs are designed to compare with those of the local State educational agency. In some instances the State agencies conduct the program for the dependents. Marine dependents overseas are provided educational opportunities in service-operated schools or local tuition-fee schools offering bilingual instruction.

Legal authorization.—64 Stat. 697, 1100; and United States Code, title 10, paragraph 7204.

Budget, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; Department of Health, Education, and Welfare (federally) appropriated funds amounted to \$3,877,585.21. (This amount does not include cost for those schools operated by the States.)

5. OFF-DUTY EDUCATION PROGRAM

Purpose.—The purpose of this program is to increase the military efficiency of Marines by providing opportunities for them to raise the level of their academic educational attainments.

History and description.—An organized off-duty education program for the Marine Corps extends back to the years following World War I. Early in 1920, the Marine Corps Institute was established not merely to develop men for usefulness in the military service but to develop men for citizenship and usefulness to themselves and their families and for the economic development of our country. The Institute prepares and administers correspondence courses designed to assist enlisted personnel in increasing proficiency in their military occupational fields and in general military subjects.

Through the entire off-duty education program, a variety of opportunities are available for marines to continue study. Marines may enroll in courses offered by accredited civilian educational institutions. For such courses, the Marine Corps provides partial payment of the tuition costs. In addition, marines may enroll in any of the correspondence or group study courses and tests provided by the U.S. Armed Forces Institute (USAFI) or correspondence courses offered by colleges and universities that have contracted with USAFI to provide the courses.

Legal authorization.—For the tuition-assistance program: the annual appropriations act.

Budget, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; for the tuition-assistance program, total, \$310,000.

H. OFFICE OF CIVILIAN MANPOWER MANAGEMENT

1. OPERATION OF CIVILIAN MANPOWER MANAGEMENT INSTITUTES

Purpose.—The purpose of these institutes is to provide training for selected officers and civilians who have key responsibility for the Navy's manpower management program.

History and description.—The institute program was established in 1950 by the Office of Industrial Relations and operated under the title, "The Industrial Relations Institute" from 1950 until 1966. On June 22, 1966, the Secretary of the Navy disestablished the Office of Industrial Relations and established the Office of Civilian Manpower Management in its stead with a redefinition of mission and functions.

The institute program was renamed "The Civilian Manpower Management Institute." The primary objective of the institutes is to improve civilian manpower management by providing line managers and personnel officers with an updated and extended understanding of Navy civilian manpower management philosophy, theory, policies, and programs.

Approximately 12 2-week institutes have been held in Washington, D.C., from September through June of each year. The participants have included military and civilian personnel as follows: officers ordered to command shore activities; officers assigned as industrial relations officers; heads of departments and officers assigned to other major billets in shore activities; civilians assigned to industrial relations positions and other key level supervisory positions; and Reserve officers on training duty.

The Institute director is a civilian employee development specialist. Lecturers and conference leaders are specialists in various areas of personnel administration and manpower management in the Office of Civilian Manpower Management. At times guest lecturers from the business and academic community are included on the program.

As the institute program has developed, this training has been extended to a larger number of military and civilian personnel through field institutes. In the field institutes, the Office of Civilian Manpower Management has an advisory capacity chiefly, while field activities are responsible for planning the program, arranging for program leaders, soliciting nominations, and selecting conferees.

Legal authorization.—Annual appropriation act; 5 U.S.C. 4101-4118 (The Government Employees Training Act); Executive Order 11348 of April 20, 1967.

Obligation, fiscal year 1967.—The Department of the Navy has reported the obligations as being "not separately identifiable."

2. CIVILIAN EMPLOYEE TRAINING IN GENERAL

Purpose.—The purpose of this program is to provide continuous systematic training, consistent with the mission of the Navy, to all civilian employees.

History and description.—The Navy's work-improvement program of 1945, consisting chiefly of training for apprentices and supervisors, was expanded in scope to include all civilian employees in both the departmental and field services. Likewise, categories of training were increased to include orientation, trades and skills, management engineering, financial management, data processing, science and engineering specialties, and supervisory and management development. Currently the Navy's apprentice program has about 6,300 apprentices undergoing training in some 76 trades distributed among 45 field installations. Skills development in meeting job requirements is supported at the activity level with over 56,000 wage board employees receiving training of 8 hours or more during fiscal year 1967. This includes some factory training essential to the installation, operations and maintenance of highly sophisticated technical equipment purchased by the Navy. Supervisory and management development programs are conducted for about 34,000 employees at the headquarters and field installation level.

In 1950, inservice training, conducted by Navy personnel within the facilities of the Navy, was reinforced with training outside the Navy in non-Government facilities which provided instruction and training, including tuition, not otherwise provided for, of civilian employees. At the outset, non-Government facilities were used primarily for training in science and engineering in alignment with accelerated technological progress. Non-Government facilities such as colleges and universities are used for training in management, administrative, and technical areas.

Some training obtained in non-Government facilities consists of short, intensive courses from 2 to 4 weeks' duration; other training is long range, consisting of organized courses of study programmed over a longer period of time. Frequently employees enrolled in the training share the costs of these programs by paying part or all of the tuition.

Long-term training consisting of graduate study and research, including active participation in fellowship programs is provided to meet unusual work requirements, to improve employee performance, to prepare employees for higher responsibilities, and to reduce work costs.

Legal authorization.—Annual appropriation act; 5 U.S.C. 4101-4118 (The Government Employees Training Act); Executive Order 11348 of April 20, 1967.

Obligations, fiscal year 1967.—Breakdown into operating and administrative cost reported "not feasible." With the exception of long-term training of 120 days or more, civilian training is charged to the activity at which the trainee is employed. Tuition, related fees, transportation, and per diem for long-term training amounted to \$358,670.

I. OFFICE OF NAVAL RESEARCH AND SYSTEMS COMMANDS

1. RESEARCH AND DEVELOPMENT PARTLY THROUGH CONTRACT WITH EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to plan, initiate, support, and coordinate naval research for the Department of the Navy.

History and description.—The Navy is engaged in an extensive program of scientific research. This program covers problems of a

basic nature designed to increase the fund of scientific knowledge of importance to the Navy. It is carried on in universities, private research organizations, and industrial plants as well as in Navy laboratories.

The Office of Naval Research supports most of the research contracted with universities and other nonprofit academic institutions and also sponsors research at commercial and industrial laboratories. The Office of Naval Research also carries on basic and applied research at the Naval Research Laboratory, its Underwater Sound Reference Division, and the Naval Training Device Center.

In addition, the Office of Naval Research coordinates the research programs of the Navy. The systems commands have developed programs of research in their special fields as part of their responsibility for maintaining an up-to-date Navy.

Legal authorization.—Public Law 588, 79th Congress; annual appropriations act.

Obligation, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible”; total, \$51,882,000. This figure covers only contracts with educational institutions and excludes obligations for research carried out in Navy laboratories, commercial research organizations, or industrial plants.

CHAPTER 7. PROGRAMS OF THE DEPARTMENT OF DEFENSE—AIR FORCE

A. INTRODUCTION AND SUMMARY

Far-reaching in scope, education in the U.S. Air Force (USAF) is provided through formal courses at service or civilian schools, as well as through on-the-job training and the daily experiences of service life.

The primary purposes of the educational programs of the Air Force are: (a) to provide the trained military personnel needed to operate the Air Force; (b) to increase the technical proficiency and effectiveness of military personnel; (c) to assist civilian employees in improving their present performance; in developing required ability and skill to use new methods, techniques, materials, and equipment as a result of new technology, mission, or programs; in keeping scientists, engineers, and other professionals abreast of technological advances and proficient in specialization; and in broadening employees skill and knowledge in anticipation of future program and staffing needs; and (d) to provide education for school-age dependents of military and civilian personnel of the Department of Defense in overseas localities under administrative control of the Air Force.

The primary purpose of the Air Force technical training program is to provide operating units with trained airmen who are qualified to perform the tasks and duties in their specialized career fields. Basic military training is given all nonprior service airmen entering the Air Force. A large proportion receive formal basic technical training which qualifies them to perform at the apprentice skill level. Further upgrade training to the senior and technician skill levels is provided through on-the-job training in the operating units, and formal advanced technical courses. Additional technical training is also given in the form of special training, including factory training on various types of Air Force weapon systems and related equipments.

Typical technical training schools provide instruction in aircraft airframe, engine and accessories maintenance, guided missile airframe, engine and systems maintenance, communications systems operation and maintenance, supply and procurement, metal working, administrations, intelligence, photography, weather forecasting, automotive maintenance, radio, radar and weapon control systems maintenance and many other specialized skills. Both officers and enlisted men attend technical schools. Individual courses are discontinued and new courses established periodically, as the need arises.

A basic policy of the Air Force is to provide for training and development that is job related and necessary for effective utilization and retention of a qualified, productive, and well-motivated civilian work force capable of accomplishing Air Force missions. Activities for this purpose are provided on the basis of training needs of individual employees considering short- and long-range needs of occupation, organization, or other appropriate groups as related to Air Force

mission requirements. The bulk of the training of Air Force civilian employees is provided at Air Force installations to which employees are assigned. This includes all training in broad across-the-board categories such as orientation, clerical, initial supervisory and management training, and all technical and operational training related to Air Force weapon and support systems. In addition to training at installation facilities, civilian employees are provided training through the training facilities of Air Training Command, Air University, USAF Personnel Development Center; components of the Department of Defense; interagency training programs promoted and coordinated by the U.S. Civil Service Commission; and non-Government facilities as defined in section 4010, title 5, United States Code.

The Air Force Reserve Officers' Training Corps program conducted by Air University constitutes one of the major sources of officers for the active Air Force. The mission of the program is to commission, through a college campus program, career-oriented second lieutenants in response to Air Force requirements. Other prospective officers are trained in the Officer Training School, conducted by the Air Training Command. A new and important source of career officers is the U.S. Air Force Academy. This school, located at Colorado Springs, Colo., educates cadets for commissions as second lieutenants in the Regular Air Force. It provides the instruction, experience, and motivation which form a basis upon which the graduate may progress to positions of responsibility in the Air Force. Training of officers, once commissioned, is carried on at the technical and flying schools conducted by the Air Training Command, by the various professional schools of the Air University at Maxwell Air Force Base, the Air Force Institute of Technology of the Air University, and sundry other schools. The Air Force Institute of Technology provides education in engineering, sciences, management, foreign languages, medical, and other professional fields designed to improve the competence of Air Force personnel in these areas. This training is accomplished in the Institute's resident schools at Wright-Patterson Air Force Base, Dayton, Ohio, and in civilian institutions. Other career officers and airmen with reasonable retainability are selected for this type of training. Airmen are presently participating only in foreign language courses. Personnel must be academically qualified and meet personnel requirements for the positions for which the training was established.

The Extension Course Institute, correspondence school of the Air Force, serves a varied student body. Enrollment includes active duty officers and airmen, reservists, Civil Air Patrol members, civil service employees, and others. ECI provides an opportunity for qualified personnel to prepare themselves for advancement in their specialty or for cross-training into one of the specialties.

The Air Force research and development program is designed to develop new and improved weapon systems, weapons and techniques for the Air Force. The program is accomplished in part by means of contracts and grants with civilian educational and research institutions.

Other educational programs of the Air Force include the following:

Operation Bootstrap offers airmen and officers an opportunity to pursue, during off-duty hours, courses leading to a high school diploma, a baccalaureate degree, or an advanced degree. Operation Midnight Oil offers airmen and warrant officers an opportunity to

pursue, during off-duty time, courses of study related to their career fields.

The program for education of dependents provides primary and secondary education to dependents of Air Force civilian and military personnel and in some instances dependents of other personnel of the Department of Defense. Local schools are utilized where they are available and the program is considered by the Air Force to be adequate. Where tuition is required, a contract with school authorities is effected. Otherwise, the Air Force utilizes Army and Navy dependents' schools where such are available, operates a dependents' school, or provides education by correspondence.

Concerning the total obligation of the Air Force for its educational programs for the fiscal year 1967, the Department has reported that:

The total obligations of the Air Force for educational purposes cannot be readily ascertained since several different appropriations are involved in funding of travel, pay and allowances, supplies and materials, contractual services, transportation, and other associated miscellaneous costs. In some instances, such as that of inservice training of civilian personnel, the educational activity is an inseparable part of the daily work. In other instances, the obligations for education are included in the basic operation and maintenance appropriation.

The total estimated obligations for the educational or training programs of the Air Force for the fiscal year 1967 amounted to \$449,572,000. This figure does not include certain programs for which the Air Force reported no identifiable obligations, and in some other instances does not include the pay and allowances of the personnel giving and receiving the training or education.

B. DIRECTORATE OF PERSONNEL TRAINING AND EDUCATION

1. AIR FORCE TECHNICAL TRAINING

Purpose.—The purpose of this program is to train military personnel at military stations and nongovernmental institutions (factories, colleges, universities) in technical skills required to man the U.S. Air Force.

History and description.—The technical training student intraining loads have experienced wide fluctuations since the fiscal year 1950 due to changing requirements of the Air Force. Changes in mission, weapons, personnel authorizations, and personnel turnover have contributed to a fluctuating student intraining load.

The Air Force technical training program is a comprehensive educational project covering the wide range of knowledges and skills needed to carry on the activities of the Air Force. Included within its scope are the basic indoctrination of new officers and enlistees in military and technical subjects, and advanced technical instruction for experienced officers and airmen.

This training covers the operation, maintenance, and repair of aircraft, missiles, electronics systems, radio and radar, photographic, and ground support equipment and communications systems. It covers other specialized skills including transportation, comptroller, supply, metal-working, administration, intelligence, weather forecasting, parachute rigging, automotive maintenances, air police, and firefighting. Training in these vocational and technical fields is carried on at military stations in Colorado, Illinois, Mississippi, Texas, and in non-governmental institutions (factories, colleges, universities) located in

the United States. USAF military personnel, civilian employees, Air National Guard and Reserve Force personnel, Department of the Army personnel, Department of the Navy personnel, and foreign personnel under the military assistance program, as well as personnel of Australia, Canada, Great Britain, and certain Latin American countries, participate in this program.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1967.—\$141,411,000.

2. SPECIALIZED TRAINING

Purpose.—The purpose of this program is to provide teaching personnel to instruct in the use of new Air Force equipment at Air Force installations; to provide a nucleus of maintenance and operational personnel in order that equipment may be operated as soon as delivered.

History and description.—This program originated in the need of the Air Force for personnel trained in operation, repair, and maintenance of new equipment during the period in advance of the existence of printed guides and sources of information.

Training on new equipment is conducted initially at the factory under a training contract negotiated by the Air Training Command. The training is continued at Air Force installations with skilled military personnel and civilian employees, trained at the factory, as instructors. Whenever inservice training facilities are available, such training is conducted initially at Air Force installations, utilizing skilled Air Force personnel as instructors. In a few cases, the factory training contract will provide for the instruction to be given on an Air Force installation.

Legal authorization.—Annual appropriation acts which provide for training and instruction of military and civilian personnel of the Air Force, including tuition and related expenses.

Obligations, fiscal year 1967.—\$2,540,000.

3. AIR FORCE FLYING TRAINING

Purpose.—The purpose of this program is to train military personnel in the necessary skills required effectively to employ manned airborne weapon systems operated by the Air Force.

History and description.—The Air Force flying training program is divided into two major categories (a) pilot training and (b) navigator training. Both pilot and navigator training are composed of undergraduate, advanced, and specialized courses. Students completing undergraduate courses are awarded an aeronautical rating of pilot or navigator, dependent upon type of training received. The Air Training Command is responsible for most of the Air Force flying training programs. Exceptions are advanced pilot courses in fighter-bomber, transport, and troop carrier aircraft. These courses are conducted by the major air command requiring pilots trained in specific skills.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1967.—\$88,205,000.

4. AIR FORCE RESERVE OFFICER'S TRAINING CORPS (AFROTC)

Purpose.—The mission of the Air Force ROTC program is to commission, through a college campus program, career-oriented second lieutenants in response to Air Force requirements.

History and description.—The postwar Air Force Reserve Officers' Training Corps program was begun in 1946 with the activation of units at 78 institutions with an enrollment of approximately 8,700 students. The program has steadily expanded to the present 175 units with an enrollment of approximately 75,000 students. Annual officer production has been established as 4,500 second lieutenants. The Air Force ROTC program is administered by Air University through the Commandant, AFROTC, and the individual professors of aerospace studies who command the units established at the host institutions.

Legal authorization.—Title 11 Reserve Officers Training Corps Vitalization Act of 1964, as amended.

Obligations, fiscal year 1967.—\$3,443,000.

5. AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS

Purpose.—This mission of the Air Force Junior Reserve Officers' Training Corps (AFJROTC) is to acquaint secondary school students with the aerospace age, to develop informed citizens, strengthen character, promote an understanding of the role of the citizen soldier in a democratic society, and motivate students toward careers in the U.S. Air Force.

History and description.—The Air Force Junior Reserve Officers' Training Corps was established in 20 selected high schools in the fiscal year 1967. The program expanded to 65 high schools in the fiscal year 1968 and is programmed to expand to 120 high schools in the fiscal year 1969, 200 schools in fiscal year 1970, and 275 schools in fiscal year 1971 and thereafter. The program is conducted by Air University through the selected high schools. The schools hire retired Air Force officers and noncommissioned officers to teach the course.

Legal authorization.—Public Law 88-647.—Title 1 Reserve Officers' Training Corps Vitalization Act of 1964.

Obligations, fiscal year 1967.—\$223,000.

6. AIR UNIVERSITY PROFESSIONAL EDUCATION

Purpose.—The purpose of professional military education is to equip officers with knowledge and understandings necessary for assuming progressively more important assignments in command and staff positions throughout the Air Force, the Army and Navy, and the Defense Department.

History and description.—The Air University was organized at the end of World War II to operate various professional schools for the vastly expanded Air Force. Before World War II, these schools were under the direction of various chiefs and/or departments of the Army. Each school operated independently. After World War II the Air Force placed its professional schools under one educational command to avoid conflicts in doctrine and gaps in coverage. A commandant was appointed on November 8, 1945, to select and formulate plans for opening the Air Force School. This school was activated on November 29, 1945, and was reconstituted the Air University on March 12, 1946.

Legal authorization.—Annual appropriation act.
Obligations, fiscal year 1967.—\$17,145,000.

7. AIR FORCE INSTITUTE OF TECHNOLOGY

Purpose.—The mission of the Air Force Institute of Technology is to provide education or training, principally for officers, in scientific, engineering, managerial, foreign language, medical, and other fields as directed by Headquarters, U.S. Air Force.

History and description.—The history of the Institute, established in 1919, parallels to a considerable extent the history of the Air Force itself. The school has been providing officer engineering education for over 40 years. The War Department approved the establishment of the Air School of Application at McCook Field, Dayton, Ohio, in 1919. In 1926, when the Air Corps was established, the name of the school was changed to the Air Corps Engineering School and the curriculum was expanded. The Army Air Forces Institute of Technology was officially opened in September 1946. By 1948 the Air Forces had become autonomous and the Institute had taken over responsibility for the Air Force civilian institutions program. In April 1950 command jurisdiction was transferred from the Air Materiel Command to the Air University.

The first degrees to be granted by the Air Force Institute of Technology were conferred at graduation exercises in March 1956.

The Institute's operations can be divided into two general areas: resident programs conducted at Wright-Patterson Air Force Base, Dayton, Ohio, and the civilian institutions program conducted in universities, hospitals, and industries. Resident programs are carried out through a school of engineering, school of logistics, and a civil engineering center. The second general area of the Institute's operations is the civilian institutions program. Whenever it appears to the Air Force that a civilian institution can best provide the training or education required by the Air Force, programs are established in civilian universities, hospitals, or industries. The programs may be those regularly offered by the institution or they may be designed for the Air Force. Education in the following areas is offered in civilian universities: engineering, biological and physical sciences, management, and medical fields. In addition to these courses, which normally run from 9 to 24 months, the Air Force uses civilian institutions for a variety of short courses which are of less than 20-weeks duration. Air Force officers are also assigned to hospitals and to industries for on-the-job training. For the most part, students make application for the education or training available and are selected on a competitive basis.

The programs of the Institute are for officers, chiefly.

Legal authorization.—Section 9301 of title 10, United States Code, and annual appropriation act.

Obligations, fiscal year 1967.—Total operating and administrative cost \$11,086,000. Of this amount, approximately \$4,281,000 was the cost of tuition at approximately 100 participating civilian universities, exclusive of medical training. Cost of medical training was approximately \$343,000.

8. EXTENSION COURSE INSTITUTE

Purpose.—This program extends the educational and training capabilities of Air Force schools and colleges to all eligible personnel, worldwide, on a self-study basis. It gives them the means to continue their career progression when resident schooling is not feasible because of service limitations or for other reasons. It contains a wide spectrum of technical and professional course and programs, all of which meet Air Force requirements for the training, education, and professional development of its personnel.

History and description.—The Extension Course Institute, which was created following World War II, was assigned to the Air University in 1950. At that time, it offered 14 courses. It now offers more than 250 courses. The Institute is located at Gunter Air Force Base, Ala.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1967.—\$2,439,000.

9. MEDICAL EDUCATION AND RESEARCH

Purpose.—The purpose of this program is to train officers and airmen in aerospace medicine, clinical medicine and related technical fields, to enable them to function effectively in providing medical care; and to conduct research in aerospace medicine.

History and description.—The U.S. Air Force School of Aerospace Medicine originated as a result of a War Department special order dated October 18, 1917, which appointed a medical research board to investigate all conditions which affect the efficiency of military pilots and consider all matters pertaining to their selection and their physical and mental fitness.

The first action of the board was to establish an Aeromedical Research Laboratory at Hazelhurst Field, Mineola, Long Island. In May 1919 a school for flight surgeons was added to train medical officers for duty with air units. In November 1919 this institution was moved to Mitchell Field, in June 1926 to Brooks Field, Tex., in October 1931 to Randolph Field, Tex., and finally in June 1959 to Brooks Air Force Base, Tex. It was redesignated the School of Aviation Medicine and became a special service school in 1921. On May 8, 1961, it was redesignated as the USAF School of Aerospace Medicine.

From a very small beginning the School of Aerospace Medicine had a gradual but constant growth until the early part of World War II. During the war, expansion was rapid and branch schools were established at Santa Ana, Calif., Nashville, Tenn., and at the San Antonio Aviation Cadet Center. These were deactivated after the war. While most training is accomplished at the School of Aerospace Medicine and at the Medical Service School, USAF, Sheppard Air Force Base, Tex., the Air Force continues to utilize training facilities of the Army and Navy where courses conducted by these services are suitable and student spaces are available. Certain specialty courses are conducted at Air Force hospitals.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1967.—\$2,703,000.

10. U.S. AIR FORCE ACADEMY

Purpose.—The purpose of the Air Force Academy is to provide instruction, experience, and motivation to cadets so they will graduate with the knowledge and the qualities of leadership required of a career officer in the U.S. Air Force; to imbue each cadet with a basis for continued development throughout a lifetime of service to his country, leading to readiness for responsibilities as a future air commander.

History and description.—The creation of an academy to prepare officers for a career in the U.S. Air Force was advocated for many years by certain public and military leaders. In 1949 the Secretary of Defense appointed a board of outstanding military and civilian educators to recommend a general system of education for the Armed Forces. In 1950 this board recommended establishment of an Air Force Academy. Congress approved legislation to establish the Academy and the President signed it into law on April 1, 1954. The permanent site, about 8 miles north of Colorado Springs, Colo., was selected in 1954. The temporary site was designated as Lowry Air Force Base, Denver, Colo., and the first class of 306 cadets entered on July 1, 1955. The cadets moved to the permanent site at the end of August 1958.

The first class graduated on June 3, 1959. All were awarded navigator wings and received a B.S. degree. Current strength is 3,266 cadets and the authorized strength 4,417 cadets will be reached in June 1972.

The Academy is a separate operating activity of the Air Force and the Superintendent is responsible to the Chief of Staff, U.S. Air Force. The Academy has the administrative and procedural functions of a major air command.

Legal authorization.—Chapter 903, title 10, United States Code.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported "not feasible"; \$17,594,000 (operation and maintenance fund).

11. U.S. AIR FORCE ACADEMY PREPARATORY SCHOOL

Purpose.—The purpose of the Preparatory School is to prepare and motivate regular and reserve enlisted personnel for the Air Force Academy. The curriculum is designed to prepare the serviceman to compete on Academy entrance examinations and to succeed as an Academy cadet in academic, military, and physical training programs.

History and description.—The USAF Academy Preparatory School was established in May 1961 upon the recommendation of the General Officers' Advisory Council to the Air Force Academy. Located on the site of the Air Force Academy, it is a self-contained complex including classroom, dormitory and dining hall buildings, athletic fields, and a parade ground. Preparatory School instruction is divided into four areas: English, mathematics, military, and physical training. The school begins each year in August and ends in May. Preparatory School students must compete for an appointment to the Academy on the same basis as other candidates. A large majority of those students who complete the Preparatory School receive appointments to the Academy.

The Preparatory School is a numbered student squadron and the commander is responsible to the Superintendent of the Air Force Academy.

Legal authorization.—The Preparatory School was established by Special Order G-10 dated May 12, 1961, Headquarters, U.S. Air Force.

Obligations, fiscal year 1967.—Direct operating costs of the Preparatory School for fiscal year 1967 were \$42,000. This money was contained in the operations and maintenance fund of the Air Force Academy.

12. EDUCATION SERVICES PROGRAM FOR AIR FORCE PERSONNEL

Purpose.—The purpose of this program is to provide continuing academic and occupational opportunities at all levels for Air Force military personnel who desire to study during off-duty time in order to (a) complete the requirements for high school diplomas, undergraduate degrees, or graduate degrees, or (b) improve their general educational and technical background related to individual career fields and prepare for civilian work.

History and description.—The education services program began after World War II. Opportunities for both academic and vocational education are available through civilian school classes (on base or at nearby campuses), group study classes (on base), and correspondence courses. Subjects offered range from the basic elementary education level through college. Educational guidance, testing, and examination services are also provided. Operation Bootstrap provides officers and airmen opportunity to pursue, during off-duty time, courses leading to a high school diploma, baccalaureate degree, or an advanced degree. The Air Force education services program depends principally on skilled civilian education advisers who have access to materials, facilities, and information required to guide and fulfill the educational needs of Air Force personnel.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1967.—Breakdown into operating and administrative reported “not feasible”; \$5,300,000 total (estimated).

13. PRIMARY AND SECONDARY EDUCATION FOR DEPENDENTS

Purpose.—The purpose of this program is to provide primary and secondary education to dependents of military and civilian personnel of the Department of Defense in oversea areas under jurisdiction of the Air Force.

History and description.—Local public schools have provided education for dependents of Department of Defense personnel in the United States. Where the local public schools have been unable to operate a school on Federal property under control of the Air Force, the Air Force has operated the school as an agent for the U.S. Office of Education, as prescribed by Public Law 874, 81st Congress, as amended. In oversea areas, local schools have been utilized by dependents of Air Force personnel wherever available and adequate. When tuition payments have been required, the Air Force has effected a contract with the school authorities concerned.

Where schools were not available in the locality, schools operated by the Air Force have been established. Service-operated schools have been staffed by qualified personnel employed by the Air Force under prescribed civil service procedures. High schools operated by the Air Force have been accredited by recognized accrediting agencies in the United States.

Where it has been impractical to organize a school in an oversea location because of a small number of students, correspondence courses have been utilized. These correspondence courses are taken through fully accredited schools established for this purpose in the United States.

Legal authorization.—Annual Department of Defense appropriation act.

Obligations, fiscal year 1967.—Based upon allocations by OSD, the Air Force is authorized \$19,217,000 for direct educational support of dependent education in the Pacific school area, and \$4,390,000 for worldwide logistic support of schools located on Air Force installations.

C. DIRECTORATE OF CIVILIAN PERSONNEL

1. INSERVICE TRAINING FOR CIVILIAN EMPLOYEES

Purpose.—The objectives of this program are to orient new employees to their assignments, to give training needed for current and future assignments, and to instruct employees in higher technical and management skills so they may assume positions of greater responsibility.

History and description.—Prior to 1941, there was no organized program for training civilian employees in the Army Air Force. On the basis of studies made by industrial personnel experts, a policy was adopted to train civilian personnel. The program is based on needs. In selecting employees for training conducted within Air Force facilities, consideration is given to the importance of the training to the assigned mission or to improved functioning of the organization, the relative degree of the employee's need for training, the extent to which the employee's skills, productivity, and attitudes are likely to be improved by training, the employee's own interest in improving his work, and the relative potential of the employee for advancement. Management training for all levels of supervision is provided at installation level. Extensive programs are conducted in all functional areas.

Legal authorization.—Executive Order 11348, April 20, 1967, and chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—The Department of the Air Force has reported that there are no identifiable obligations for training conducted by the installations to which employees are assigned. The Air University and the Air Training Command budget and fund for training of civilian employees conducted at formal schools operated by these commands.

2. APPRENTICE TRAINING FOR CIVILIAN EMPLOYEES

Purpose.—The purpose of the apprentice training program is to develop highly skilled, Air Force-oriented journeymen mechanics, thoroughly qualified in Air Force occupations and to provide a potential source of key employees and supervisors.

History and description.—The Air Force apprentice training program was organized in 1946 as one program with training provided in six different occupations. Since that time, the program has been completely redesigned. It now consists of two separate and distinct

programs, the regular apprentice program and the specialized apprentice programs. The specialized program is designed to develop personnel for assignment to certain specialized journeyman level positions. Under the specialized program, the training may vary from 12 to 24 months' duration. These programs do not meet the standards established by the Federal Committee on Apprenticeship and Training, U.S. Department of Labor. However, to insure compliance with established criteria, the programs are approved at major air command headquarters. The program is formalized and the instructional material is identified and established in terms of the required classroom instructions, work experience, and on-the-job training. The regular apprentice program is a highly formalized program designed to develop highly skilled all-round journeymen mechanics. Under the regular program, the training may vary in duration from 30 months to 48 months. It meets the criteria for apprenticeable occupations established by the Federal Committee on Apprenticeship and are registered with the Committee. The term of apprenticeship is divided into periods of 1,000 hours of combined work experience and related technical instruction of at least 72 hours for each 1,000-hour period. Since the start of the program, approximately 3,000 apprentices have completed the program and were issued the Department of the Air Force Certificate of Completion of Apprenticeship.

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations for fiscal year 1967.—The Air Force has reported that there are no identifiable obligations for this program.

3. COOPERATIVE WORK-STUDY PROGRAMS FOR CIVILIAN EMPLOYEES

Purpose.—The purpose of these programs is to interest students, particularly in the scientific and engineering fields, in career employment with the Air Force.

History and description.—The Air Force has from its beginning utilized cooperative work-study programs as a means of interesting college students in a career with the Air Force. Cooperative work-study programs provide an integration of classroom work and practical Air Force work experience in an organized program, under which students alternate periods of attendance at a participating college with periods of employment at an Air Force activity. The program requires that the student's employment be related to some phase of the field of study in which the student is engaged, and that it be diversified in order to afford a spread of experience. It further requires that the work increase in difficulty and responsibility as the student progresses through his college curriculum and, in general, parallel as closely as possible the student's progress through the academic phases of his education.

Legal authorization.—Executive Order 11202, March 5, 1965, Civil Service Regulations 302.201 and 410.506 and section 213.302(a) of schedule B.

Obligations for fiscal year 1967.—The Air Force has reported that there are no identifiable obligations for these programs.

4. PERSONNEL DEVELOPMENT CENTER

Purpose.—The purpose of this Center is to provide training and development in the administration and direction of a total civilian personnel program at the installation level; to instruct in the technical fields of civilian personnel administration; and to instruct in selected specialized subjects advantageous to the Air Force.

History and description.—The Air Force school for civilian personnel administration was organized at Kelly Air Force Base, San Antonio, Tex., in 1948. The school was transferred to leased accommodations at Denver University, Denver, Colo., in 1951. Space was made available at Maxwell Air Force Base, Ala., in 1957, and the name of the school was changed to USAF Personnel Development Center. The location of the school at the site of the Air University has afforded the opportunity of utilization of facilities at Maxwell Air Force Base and guest instructors from the Air University staff. Nominations for attendance at all courses are made upon recommendation of major air commands. Individuals recommended for attendance are those whose capacity for development and desire for professional advancement appear to be such that both the Air Force and the individuals can be expected to profit from the training.

Legal authorization.—Chapter 41, title 5, United States Code, Executive Order 11348, April 20, 1967; and annual appropriation act.

Obligations, fiscal year 1967.—Approximately \$101,000. The Air Force has reported that the installation sending a student to the USAF Personnel Development Center provides for travel and per diem in its local budget. Housing in the facilities of the Air University is available to all students at a nominal cost.

5. FACTORY TRAINING FOR AIR FORCE CIVILIAN EMPLOYEES

Purpose.—The purpose of this program is to provide certain necessary civilian training at factories pending establishment of such training within the Air Force. It provides a nucleus of maintenance and/or operating personnel to support equipment upon delivery to the Air Force, and a cadre of instructors to train other personnel. This training is provided only when training needs cannot be met effectively and economically through inservice training.

History and description.—Factory training has always been provided to Air Force personnel, since new type equipment is continually procured by the Air Force and the know-how on proper maintenance and operating procedures is available only from the manufacturer of the equipment. Examples of such training are: installation, maintenance, and operation of jet and rocket engines; maintenance and overhaul of autopilots and other navigational systems; and the maintenance and operation of auxiliary power, heating, and cooling equipment.

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—Approximately \$742,000 for tuition.

6. SPECIALIZED SCIENTIFIC AND TECHNICAL COURSES FOR CIVILIAN EMPLOYEES

Purpose.—The purpose of these courses is to aid employees to keep abreast of the latest developments in their respective fields when

training need cannot be met effectively and economically through inservice training.

History and description.—Specialized scientific and technical programs provide instruction in specialized subjects for technical, scientific, and engineering personnel. Generally speaking, the training is provided by colleges and universities in full-time courses ranging from 1 to 4 weeks' duration. In general, these courses are the same as those offered to the general public; however, the Air Force may request that special courses be established to meet specific needs. The following are examples of areas in which such training is provided: Automation; operations research; parachute engineering; vibration, shock, and noise; dynamics of flight; and motor vehicle traffic engineering.

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—\$1,247,000 for tuition and related fees.

7. GRADUATE AND UNDERGRADUATE STUDY FOR CIVILIAN PERSONNEL

Purpose.—The purpose of the graduate and undergraduate program is to provide certain Air Force employees with training (1) to improve their performance of current duties and to prepare them for higher level duties, and (2) to keep them abreast of new technological developments in their respective fields of work, when needs cannot be met effectively and economically through inservice training.

History and description.—Civilian graduate and undergraduate study programs have been in operation for approximately 20 years in the Air Force. Colleges and universities located near Air Force bases conduct courses on an academic quarter or semester basis. In many cases, instructors from colleges and universities come to Air Force installations and conduct courses for Air Force personnel. In other cases, Air Force personnel participate in the regular courses at colleges and universities in the local area. A considerable part of the training is provided during off-duty hours.

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—\$671,000 for tuition and related fees.

8. SHORT TERM, FULL-TIME STUDY AND/OR RESEARCH FOR CIVILIAN EMPLOYEES

Purpose.—Short term, full-time study and/or research programs for civilian employees are developed to meet needs in science, mathematics, and technical fields when they cannot be met effectively through Government training or through training falling into non-Government training categories.

History and description.—These are full-time college programs of one summer session, one quarter, or one semester in length; or study and/or research programs of over 4 weeks, but not over 120 days in length. Each participant must, among other things, have a planned program of study and research acceptable to the educational institution or other organizations whose facilities will be used.

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—\$91,000 for tuition and related fees.

9. LONG-TERM, FULL-TIME STUDY AND/OR RESEARCH FOR CIVILIAN EMPLOYEES

Purpose.—The purposes of this program are to aid selected Air Force civilian employees to improve the performance of their current duties; to prepare them for higher level duties for which they are needed; and/or to accomplish special studies and research for the Air Force.

History and description.—The long-term, full-time study and/or research program has been in effect for approximately 10 years in the Air Force. It provides full-time programs of study and research at colleges, universities, and educational institutions. These programs are all over 120 days in length (for example, two college quarters or two college semesters).

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—\$164,000 for tuition and related fees.

10. CIVILIAN CAREER PROGRAMS

Purpose.—The purpose of these programs is to provide the Air Force with quality civilian employees in the quantity needed, and to provide civilian employees with the work, educational, and training opportunities necessary to realize their full potentials.

History and description.—The Air Force has stressed and encouraged civilian career development for many years. Historically, civilian career development has rested at the activity level. In recent years, because of burgeoning technological needs, the trend has been toward Department of Defense-wide and Air Force-wide civilian career programs. Command-wide programs are also encouraged within the Air Force. Normally, a civilian career program covers a group of occupations in a functional area which are sufficiently related to be recognized as a normal pattern of progression. The career program provides a planned, orderly system for the recruitment, selection, development, appraisal, movement, and assignment of civilian personnel within the program. One Department of Defense-wide civilian career program in the procurement field became operational in March 1967. Several others are planned. One Air Force-wide civilian career program in the intelligence field became operational in November 1965. Three others (in the fields of supply, civil engineering, and civilian personnel management) are in various stages of development. Several others are under consideration.

Legal authorization.—Chapter 41, title 5, United States Code and Executive Order 11348, April 20, 1967.

Obligations, fiscal year 1967.—The Air Force has reported that there are no identifiable obligations for this activity.

11. COURSES IN MANAGEMENT DEVELOPMENT IN NON-GOVERNMENT FACILITIES

Purpose.—The purpose of these courses in management development in non-Government facilities is to provide Air Force key management officials aid in improving performance of management responsibilities.

History and description.—In March 1955, the Assistant Secretary of Air Force (Manpower, Personnel, and Reserve Forces) approved the

operational plan for use, Air Force-wide, of 75 man-years of management development in non-Government facilities. In May 1957, the Assistant Deputy Chief of Staff, Personnel, limited this program to 50 man-years each fiscal year. In November 1963, after the passage of the Government Employees Training Act, the Secretary of the Air Force delegated to major Air Force commanders the authority to approve expenditure of funds for training in non-Government facilities of more than 80 hours but not more than 120 days. This delegation of authority permitted these Air Force commanders to provide for management development of key civilian employees in non-Government facilities using locally available funds. Management, business, and public administration courses provided by educational institutions, business, commercial, and professional institutions, foundation, and other organizations are utilized.

This program serves as a supplement to inservice and interagency management programs provided by Air Force and other Government personnel and is provided only when needs cannot be met effectively and economically through inservice and interagency training.

Legal authorization.—Executive Order 11348, April 20, 1967, and chapter 41, title 5, United States Code and annual appropriation act.

Obligations, fiscal year 1967.—\$208,000 for tuition and related fees.

12. FELLOWSHIPS FOR CIVILIAN EMPLOYEES

Purpose.—The purpose of these fellowships is to provide needed training and development of employees and accomplish necessary research at a reduced cost to the Air Force.

History and description.—The Air Force has participated in Sloan fellowships in executive development since the fiscal year 1954. The program of study for this fellowship is for 1 year at the Massachusetts Institute of Technology or 9 months at Stanford University. The Air Force has also participated in the National Institute for Public Affairs career education awards program since its inception in fiscal year 1963, and in the Princeton midcareer educational program. In addition, Air Force civilian employees have been granted fellowships and awards from educational institutions, foundations, and other organizations. These awards are for study and research in a great variety of fields of work, for periods of approximately 1 academic year. Normally, the awards include sufficient money to cover employee's tuition and related fees, and expenses for travel and per diem. In some cases, the award must be supplemented by the Air Force. In such cases, prior approval must be obtained from the Director of Civilian Personnel, Headquarters, U.S. Air Force.

Legal authorization.—Chapter 41, title 5, United States Code, and Executive Order 11348, April 20, 1967, and annual appropriation act.

Obligations, fiscal year 1967.—The Air Force has reported that no figures are available on budgetary obligations. The cost is generally that of the salaries of the employees undergoing training. In cases where it is necessary for the Air Force to supplement the fellowship, contribution, and/or award, the amount is included in the category of long-term, full-time graduate study and research category.

13. INTERAGENCY TRAINING FOR CIVILIAN EMPLOYEES

Purpose.—The purpose of this interagency training is to supplement inservice training and to help promote economy through more effective use of available Government training resources on a cost-shared or reimbursable basis.

History and description.—The Air Force has participated in training programs sponsored by other components of the Department of Defense and other Government agencies on a space-available, cost-shared basis prior to the passage of the Government Employees Training Act in July 1958. With the passage of the Government Employees Training Act, as additional agency training programs were developed, the Air Force participated in an increasing number of these programs. The establishment of the interagency training program under the sponsorship and coordination of the Civil Service Commission, opened many new programs in a variety of fields that could be effectively and economically utilized for the training of civilian employees. The issuance of Executive Order 11348 on April 20, 1967, required that agencies assign its employees to available interagency training when this would result in better training, improved service, or savings to the Government.

Legal authorization.—Chapter 41, title 5, United States Code, Executive Order 11348, April 20, 1967, and annual appropriation act.

Obligation, fiscal year 1967.—\$165,000 for tuition and related fees.

D. DEPUTY CHIEF OF STAFF, RESEARCH AND DEVELOPMENT

1. AIR FORCE RESEARCH AND DEVELOPMENT THROUGH CONTRACTS WITH EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to pursue basic research and exploratory development in fields of interest to the Air Force.

History and description.—The research and exploratory development programs are two of the six major segments of the Air Force research, development, test, and evaluation effort. The research program is divided into 14 major areas of interest to the Air Force. These include general physics, nuclear physics, chemistry, terrestrial sciences, biological-medical sciences, and mathematical sciences. The exploratory development program is divided into 13 functional elements such as conventional munitions, bioastronautics, aerospace avionics, aerospace propulsion, and ground electronics. The entire efforts of these programs are directed toward providing the Air Force with the technology needed to accomplish its aerospace mission.

Legal authorization.—Public Law 604, 81st Congress.

Obligations, fiscal year 1967.—\$134,835,000.

CHAPTER 8. PROGRAMS OF THE DEPARTMENT OF JUSTICE

A. INTRODUCTION AND SUMMARY

The educational activities of the Department of Justice include: (1) inservice training of employees; (2) citizenship education for naturalization candidates; (3) educational programs for inmates of penal and correctional institutions; and (4) training programs in law enforcement procedures for personnel of the Department, and for law enforcement officers from State, county, and local governing units.

The bureaus, divisions, offices, and boards of the Department have for many years conducted extensive training for their personnel. These programs include orientation, supervisory and executive development, professional development, and technical, clerical, and secretarial training.

The Federal Bureau of Investigation conducts the FBI National Academy for full-time State, county, and local law enforcement officers. Formalized instruction is offered in the fundamentals of law enforcement, with emphasis on the training of law enforcement executives and instructors. In its law enforcement schools offered locally throughout the country, the Federal Bureau of Investigation makes available a variety of courses to meet specific needs of State, county, or local law enforcement agencies. All newly appointed special agents of the Federal Bureau of Investigation receive 14 weeks of initial training. Experienced special agents personnel are provided refresher training to bring them up-to-date on material essential to their functions as investigators in the field.

The Immigration and Naturalization Service cooperates with those public school systems that conduct citizenship courses by furnishing to the schools' administrators the names and addresses of aliens who have been admitted to the United States for permanent residence. The schools send invitations to the aliens to attend their tuition-free citizenship classes. Also the Service furnishes to the schools free citizenship textbooks and other training materials.

In addition to its educational services to aliens through the public schools, the Service plans and conducts its own inservice training for employees working in the Service's districts and sectors in the United States and elsewhere. The Officer Development Center in the Port Isabel district headquarters as Los Fresnos, Tex., consists of the Border Patrol Academy, where new trainee immigration patrol inspectors are trained, and the Advanced Officers College, where officers who are journeymen receive refresher training and where management personnel receive supervisory and executive training. Also trained at the Center are employees from other agencies and foreign officials from friendly nations around the world. In addition to the Center's training programs, an inservice, 12-course, home study program entitled

the "Extension Training Program" is conducted, without charge, for employees in the Service and in other agencies concerned.

The Federal Bureau of Prisons and Federal Prison Industries, Inc., offer an integrated program of general and vocational education to the inmates of the 26 Federal penal and correctional institutions and eight community centers, ranging from the adult illiterate to the college level in the academic field, and covering some 50 skilled and semiskilled trades in the vocational field. Each institution conducts a vigorous inservice program for its employees. Increased competence in correctional treatment practices is currently being emphasized as well as development of marketable skills which are needed by the community.

The training program of the Executive Office for U.S. Marshals includes executive development through national conferences of U.S. marshals, 1-week training classes for chief deputy marshals, and 2-week training classes for deputy marshals.

The estimated obligations for all of these programs for the fiscal year 1967 amount to \$3,474,659.83 for operating and \$3,982,611.51 for administrative costs, or a total of \$7,457,271.34.

B. LEGAL AND ADMINISTRATIVE DIVISIONS, OFFICES AND BOARDS

1. EMPLOYEE TRAINING

Purpose.—The purpose of this training is to develop and maintain well-trained employees in order to insure maximum effectiveness and economy in the performance of the Department's functions.

History and description.—The Department of Justice has for many years conducted extensive training for its personnel, both professional and nonprofessional, located at the seat of government. These activities include (1) the training of executive and supervisory employees in the knowledges and skills essential to good management; (2) training the professional and technical employees in the supplementary knowledges and skills needed in their subject fields; (3) increasing the skills of secretarial and clerical employees; and (4) informing all new employees adequately with regard to the work and aims of the Department.

Inservice courses offered during fiscal year 1967 include a course for legal secretaries, refresher shorthand classes, an effective writing course for attorneys, management development courses, and a special training and counseling program for young people hired for the summer under the President's youth opportunity campaign.

Training opportunities made available under the Government Employees Training Act (Public Law 85-507) have strengthened the overall employee training program by enabling the Department to meet ever-increasing training needs by utilizing not only the training resources of other Government agencies but also of non-Government facilities. Employees at the seat of government have attended inter-agency training courses in the areas of personnel management, executive development, and clerical and secretarial skills. Legal personnel have participated in a variety of outside seminars and courses designed to assist them in successfully representing the Government in litigation. Supervisory and administrative personnel have attended courses in management training offered by outside educational facilities.

Legal authorization.—5 U.S.C. 291; 5 U.S.C. 4101 et seq.
Obligations, fiscal year 1967 (estimated).—Operating, \$46,706.34;
 administrative, \$16,850.40; total \$63,356.74.

C. FEDERAL BUREAU OF INVESTIGATION

1. OPERATION OF THE FEDERAL BUREAU OF INVESTIGATION NATIONAL ACADEMY

Purpose.—The purpose of the FBI National Academy is to train State, county, municipal, and other local law enforcement officers as instructors and executives in the field of law enforcement.

History and description.—The FBI National Academy was established in 1935. Two sessions of 12 weeks each are conducted annually in Washington, D.C., and Quantico, Va. Instruction covers the broad aspects of law enforcement for executives and instructors. Transportation costs, living, and incidental expenses are defrayed by the officers in attendance. There is no charge for the instruction offered or for the facilities utilized. Trainees, all experienced, full-time law enforcement officers, are employed throughout the States and possessions of the United States and in various foreign countries.

A total of 79 sessions of the FBI National Academy have been held. A total of 5,136 law enforcement officers have been graduated. Three thousand and forty-four are still active in law enforcement and 27.4 percent of these graduates occupy the top executive position in their agencies.

Legal authorization.—Title 5, United States Code, section 301.

Obligations, fiscal year 1967 (estimated).—Operating, \$50,652, administrative, \$7,248; total \$57,900.

2. OPERATION OF FIELD LAW ENFORCEMENT SCHOOLS

Purpose.—The purpose of these schools is to provide basic, advanced, specialized, and refresher courses of instruction to State, county, municipal, and other law enforcement agencies.

History and description.—This program of training has been developed since the establishment of the FBI National Academy in 1935. In each case, the type of training given and the length of the course of instruction depend upon the expressed needs of the requesting agency. During the fiscal year 1967, the Federal Bureau of Investigation conducted 6,045 such schools, attended by approximately 177,730 law enforcement officers. This service was offered in every State as well as in the District of Columbia and Puerto Rico.

Legal authorization.—Title 5, United States Code, 301.

Obligations, fiscal year 1967 (estimated).—Operating, \$572,903; administrative, \$38,097; total, \$611,000.

3. INITIAL TRAINING FOR NEW SPECIAL AGENTS

Purpose.—The purpose of this training is to indoctrinate and train recruits to function as special agents in the enforcement of the Federal law, which includes the investigation of matters under the jurisdiction of the Federal Bureau of Investigation, and the performance of other functions as required by law.

History and description.—The training of new special agents is a program of long standing which has been developed through the years to keep pace with the increasing complexity and broadening jurisdiction of the organization. The initial course, 14 weeks in duration, is conducted in Washington, D.C., and Quantico, Va. This is complemented by an organized course of study and conferences continuing throughout the first year of the new special agent's service which is offered in the field under the direct supervision of the special agent in charge of the office to which the new agent is assigned. After completing the initial course these special agents are assigned to one of the 58 field offices throughout the United States and Puerto Rico. During fiscal year 1967, 13 classes of 394 men received this training.

Legal authorization.—Title 5, United States Code, 301, 4103. Title 28, United States Code, 533, 534.

Obligations, fiscal year 1967 (estimated).—Operating, \$922,435; administrative \$56,018; total \$978,453.

4. INSERVICE TRAINING FOR SPECIAL AGENTS

Purpose.—The purpose of this program is to provide refresher training to bring special agents of the Federal Bureau of Investigation up to date on investigative techniques, policy and procedure, and other material essential to their functions as investigators in the field.

History and description.—The program has been an essential part of training for special agents of the Federal Bureau of Investigation for many years. It was developed to keep pace with the growth of the responsibilities of the Bureau and is responsive to field needs. In-service training is of 12 days duration and is provided to each of the Bureau's special agents at various times throughout his career. During the fiscal year 1967, 37 inservice schools were held, attended by 1,159 special agents.

Legal authorization.—Title 5, United States Code, 301, 4103. Title 28, United States Code, 533, 534.

Obligations, fiscal year 1967 (estimated).—Operating, \$576,768; administrative \$24,536; total \$601,304.

D. BUREAU OF PRISONS AND FEDERAL PRISON INDUSTRIES, INC.

1. GENERAL AND VOCATIONAL EDUCATION OF INMATES OF FEDERAL PENAL AND CORRECTIONAL INSTITUTIONS

Purpose.—The purpose of this program is to provide inmates maximum opportunity to improve upon their education, overcome educational deficiencies, and develop salable work skills through an organized educational program which is a major function of the training and treatment of persons incarcerated in Federal penal and correctional institutions.

History and description.—The Bureau of Prisons throughout its existence has provided a comprehensive and diversified educational program for inmates confined in 34 institutions and facilities located throughout the continental United States. The program consists of general education, vocational training, literacy training, and correspondence study. Reinforcing these activities are library services, recreation programs, and arts and crafts which support the treatment

and training goals designed for helping each individual to become a useful and productive citizen in the community upon his release from institutional confinement.

Emphasis is placed on raising the functioning literacy of the approximately one-fourth of prisoners who fall below the fifth-grade level as measured on standardized achievement tests. In addition, stress is placed on improving the basic educational skills of the large number of inmates who are four to six grades retarded below their claimed educational achievement.

High school study is also emphasized because approximately 95 percent of Federal offenders have not completed high school.

Educational activities of a less formal nature are provided in arts and crafts, music appreciation classes, current sessions, and discussion groups.

Vocational training is provided to raise the skill level of individuals who are handicapped in their efforts to maintain productive employment and raise their potential capacity as a worker in the complex social-economic-industrial society. While on-the-job training comprises most of the training given, there is a trend now to place much more emphasis on the trade school approach to vocational training.

During the 1967 fiscal year, 874 courses were offered in the areas of general and supportive education. Included in this instruction is literacy and remedial training and primary and secondary education. Vocational training included 42 trade training courses conducted by full-time vocational instructors in which the primary purpose is the teaching of trade skills. As a secondary source of training, 387 on-the-job training units were maintained in institutional industrial enterprises and maintenance service shops and facilities. In these latter activities inmates are given work assignments for additional work experiences either before or after they may have completed formal trade training. Trainees are also provided the opportunity to supplement this training with correspondence work on a voluntary self-study basis. As an essential part of the inmates' educational program, vocational training is enriched with supportive education in the general curriculum which provides technical content in drawing, blueprint reading, mathematics, remedial instruction, and general academic courses required to be a knowledgeable worker and meet the employer's standards when completion of high school is a condition of employment in a particular trade or occupation. Preparatory courses for taking the general education development test are also provided.

Funds for supporting the vocational training program are provided from the earnings of Federal Prison Industries, Inc., a Government-owned corporation.

Legal authorization; Bureau of Prisons.—Section 4001 and 4002, title 18, U.S.C., Rev. 46 Stat. 325; Section 4081, title 18, U.S.C., Rev. 46 Stat. 390. Federal Prison Industries, Inc.: Section 4123, title 18, U.S.C., Rev. 46 Stat. 391; Section 4126, title 18, U.S.C., Rev. 46 Stat. 392, 48 Stat. 1211. Public Law 521, 80th Congress, 62 Stat. 230 Public Law 821, 80th Congress, 62 Stat. 1100.

Obligations, fiscal year 1967 (estimated).—Bureau of Prisons, operating, \$250,000; administrative \$1,919,812. Federal Prisons Industries, Inc., operating, \$325,000; administrative, \$1,490,000; total \$3,984,812.

2. EMPLOYEES TRAINING IN THE FEDERAL PRISON SERVICE

Purpose.—The purpose of the staff employee training and career development program is to provide a broad and well-integrated training plan which will strengthen the skills and knowledge of the agency's personnel, in order to more effectively advance the missions of correction and custody of the offender.

History and description.—The Federal Bureau of Prisons has long had an effective employee training program. Orientation programs are comprehensive because of the special nature of prison work. Newcomers to the prison service are almost always faced with a problem of adjustment to an environment of a type that they have never before experienced. Since the passage of the Government Employees Training Act the Bureau has turned outward in its search for sources and is making much more extensive use of interagency and non-Government facilities.

During recent years the Manpower Development Office has systematically reviewed all aspects of the staff training program and has established a number of program categories, such as, for example, specialty skills improvement. Resources are devoted to these categories in order to strengthen the training and performance of correctional officials and produce a career service of the highest order. A career development program is underway; instruction is being given in managerial programming and planning techniques; group courses in counseling techniques, psychology, sociology, and criminology are presented; and instruction in new skills is provided to enable employees to train inmates in jobs that are marketable.

All these efforts are directed to the mission of reducing the vicious cycle of criminal recidivism and restoring more offenders to productive society.

Legal authorization.—5 U.S.C. 4101 et seq.

Obligations, fiscal year 1967 (estimated).—Operating, \$320,000; administrative, \$136,906; total \$456,906.

E. IMMIGRATION AND NATURALIZATION SERVICE

1. CITIZENSHIP EDUCATION FOR NATURALIZATION CANDIDATES

Purpose.—The purpose of this program is to encourage and assist prospective and actual candidates for naturalization in their efforts to acquire the English language skills, the knowledge of the history, Government, and Constitution of the United States, and the training in citizenship responsibility needed to meet the educational requirements of the naturalization laws and become active participating citizens.

History and description.—The Immigration and Naturalization Service was first authorized by law in 1918 to cooperate with the public schools in providing adult education for the foreign born, by sending them information about applicants for naturalization and by preparing citizenship textbooks and supplying them to the schools without cost. The Nationality Act of 1940 broadened the powers of the Service by authorizing the Commissioner of Immigration and Naturalization to prescribe the scope and nature of the examination of petitioners for naturalization for the purpose of making appropriate recommendations to the naturalization courts.

The Immigration and Nationality Act (1952) has continued the foregoing authorities. Pursuant thereto, the Service maintains liaison with the educational authorities, employs notification procedures to place prospective candidates for naturalization in touch with the public schools, and publishes and distributes the Federal Textbook on Citizenship.

Legal authorization.—General authorization to administer the Immigration and Nationality Act is contained in its section 103. The educational requirements are set forth in section 312 of the statute. Specifications as to the nature and scope of the official examination to determine compliance with such requirements are set forth in section 332(a) of the statute, while section 332(b) provides authority for the liaison, notification procedures, and citizenship textbook publication described above. Sections 335 (b) and (d) authorize the conduct of an examination by a designated employee of the Service, and the preparation and submission of his recommendations to the naturalization court. Section 346 of the statute contains further authority for the publication and distribution of the citizenship textbooks, and authorizes the use of naturalization fees to defray the cost of the operation. As needed, regulations implementing these sections appear in title 8, Code of Federal Regulations.

Obligations, fiscal year 1967.—Operating, \$41,898; administrative, \$4,000; total, \$45,898.

2. EXTENSION TRAINING PROGRAM

Purpose.—The purpose of this program is to assist employees, wherever they may be located, in their self-development efforts by providing home-study lessons that are self-contained and technically accurate which will parallel and supplement those in-service resident courses conducted at the officer development center and the programs of instruction conducted by and in the regions.

History and description.—The program began in 1946 and continued until 1953 when it was suspended because of obsolescence due to extensive changes that were made in the laws and regulations. In 1957, all the courses were revised and the program became operational again early in 1958.

The program consists of two parts. Part I includes nine technical courses. Each course contains between six and eight lessons. These courses cover general topics, such as history and organization of the Service, personnel services, public relations, etc.; and technical topics such as nationality; primary inspections; control and expulsion of aliens; officer duties, authorities, and techniques; evidence; investigations; civil and criminal actions; and status and certification. Part II of the program includes three courses entitled "Supervisor Development," "Telecommunications," and "Statistical Coding." These 12 courses encompass a total of 67 lessons.

Legal authorization.—5 U.S.C. 4101 et seq.

Obligations, fiscal year 1967.—Operating, \$10,105; administrative, \$11,228; total, \$21,333.

3. ADVANCED OFFICERS COLLEGE, OFFICER DEVELOPMENT CENTER

Purpose.—The purpose of this program is to provide on an "as needed" basis a planned, coordinated series of technical, supervisory,

and executive courses, conferences, and seminars which are or will be directly related to the performance of official duties of journeymen officers, supervisors, and executives, and which will increase their knowledge, skills, proficiency, ability, and qualifications to a point where they meet satisfactorily the performance standards established for the positions they occupy or will occupy.

History and description.—The college was established in 1962 at the time the INS Officer Development Center was created in the Service's new Port Isabel District in Texas. Various divisions in the central office, where all journeymen courses and supervisory conferences are planned, use the college's facilities to train immigrant inspectors, investigators, and naturalization examiners. Twenty to 30 officers usually comprise a class. Some of the sessions are 3 days in length, and others are 2 and 3 weeks in length. In addition, a 2-week executive development seminar was conducted for 20 operating and staff executives by visiting faculty members from one of the large universities in Texas. Also, the college's facilities were used by the U.S. deputy marshals to conduct a 1-week instructor's conference and 2-week course for 60 marshals.

Legal authorization.—5 U.S.C. 4101 et seq.

Obligations, fiscal year 1967.—Operating, \$46,566.14; administrative, \$10,293.47; total, \$56,859.61.

4. BORDER PATROL ACADEMY, OFFICER DEVELOPMENT CENTER

Purpose.—The purpose of the academy is to give training in specialized enforcement techniques. Its principal use is for orientation and training of newly inducted patrol inspectors and to direct their follow-up training through weekly sessions conducted under the direction of sector chiefs. Various specialized and advanced courses are also conducted.

History and description.—A border patrol training school was established at El Paso, Tex., in 1934 to train border patrol appointees. Various district schools were consolidated in 1937 to provide training on a national basis. The school, now called the academy, trains in immigration law, nationality law, Spanish language, criminal law, court procedures, investigative techniques, fingerprinting, first aid, firearms, use of equipment, and techniques relating to the various operational activities performed by patrol inspectors.

In 1953 the academy added followup training for probationary officers. Beginning in 1958 and continuing to the present, the facilities of the academy have been utilized for advanced training as follows: (1) supervisory training for firstline and top supervisors of border patrol sectors; (2) Spanish language refresher courses for all classes of officers; (3) instructor training for officers responsible for presenting the postacademy material at sector level; (4) miscellaneous programs, including a specialized course on border control operations for foreign officials conducted in conjunction with the Bureau of Customs under the auspices of the Office of Public Safety, Agency for International Development.

Legal authorization.—5 U.S.C. 4101 et seq.

Obligations, fiscal year 1967.—Operating, \$162,211.05; administrative, \$140,147.64; total, \$302,358.69.

5. INSERVICE TRAINING IN REGIONAL OFFICES

Purpose.—The purpose of this program is to meet employee development and training requirements that are related specifically to job tasks and to keep employees abreast of new knowledge and skills which are needed to accomplish the work satisfactorily.

History and description.—In 1955 the Immigration and Naturalization Service was reorganized. A central office and four regional offices were created covering the United States, Puerto Rico, and the Virgin Islands. The divisions in the central office as well as the district offices and sector headquarters in the regions were delegated responsibility and authority to conduct training for their employees whenever it was needed to equip them with the knowledge and skills to perform the work.

Legal authorization.—5 U.S.C. 4101 et seq.

Obligations, fiscal year 1967.—Operating, \$126,784; administrative, \$120,611; total, \$247,395.

F. EXECUTIVE OFFICE FOR U.S. MARSHALS

1. INSERVICE TRAINING PROGRAM FOR U.S. MARSHALS, CHIEF DEPUTY MARSHALS, AND DEPUTY MARSHALS

Purpose. The training program is conducted at three levels; i.e., U.S. marshals conferences, chief deputy U.S. marshal training classes, and deputy U.S. marshal training classes. The overall purposes of this training program are to provide executive development and guidance for U.S. marshals and to keep them abreast of new legislation and legal decisions in the field of law enforcement which will have an effect on their daily operations; to furnish supervisory and administrative training, as well as refresher courses and training in new techniques in law enforcement, to chief deputy marshals; and to train newly appointed deputy marshals in every phase of their duties and responsibilities; and to furnish retraining and refresher courses to deputy U.S. marshals.

History and description.—For several years following the establishment of the Executive Office for U.S. Marshals in 1956, training for U.S. marshals was conducted at annual regional conferences. These conferences were held in space available at Federal penal institutions in selected geographic areas. They varied in number from three to as many as six in 1 year. Since 1964, biennial conferences of U.S. marshals have been held at headquarters in Washington, D.C.

In 1963, the executive office inaugurated training classes on a biennial basis solely for chief deputy U.S. marshals. Two 1-week sessions are held; one in Washington, D.C., for chief deputies from the eastern half of the country, and one in Denver, Colo., for chief deputies from the West.

The training program for deputy marshals was initiated in 1958. Classes are held annually for new deputy marshals. It is anticipated that refresher courses for all deputy marshals will be resumed in the near future. The 38th deputy U.S. marshal training class was held at the Border Patrol Academy, Los Fresnos, Tex., in April and May 1967. Deputy marshals received training in the legal and practical

aspects of their responsibilities, including service and execution of writs and processes issued under authority of the United States, laws of arrest, handling and transporting of prisoners, maintenance of order and decorum in the Federal courts, physical conditioning, and personal defenses.

Legal authorization.—28 U.S.C. 501; 5 U.S.C. 4101 et seq.

Obligations, fiscal year 1967 (estimated).—Operating, \$22,631.30; administrative, \$7,064.00; total, \$29,695.30.

CHAPTER 9. PROGRAMS OF THE POST OFFICE DEPARTMENT

A. INTRODUCTION AND SUMMARY

The impetus for structuring a servicewide training program in the Post Office Department was provided by the establishment of the Bureau of Personnel in 1954. It included a central training unit. Steps were taken simultaneously to establish training staffs in the regions and large post offices. In fiscal year 1967 the training staff in the Department headquarters was comprised of 17 persons (15 having postalwide training responsibility and two having only Department headquarters responsibility), in the regions 56 persons, and in the large post offices 211 persons. In 1930, a school had been established for the sole purpose of training postal inspectors. This school has continued to the present. In addition to its training program for postal personnel, the Department conducts a training program for international visitors as part of its overall activities in the international field.

Prior to 1954, when structured civilian training had not yet been fully accepted as a potent force in accelerating mission accomplishment, training was accomplished primarily at the will and under guidelines of the local supervisor or postmaster. The preponderance of training, by the very nature of the agency, has been and continues to be conducted on the job in the mail processing, collection, and delivery areas.

The establishment of training staffs in the Department headquarters, regions, and post offices paved the way to meet the demands of the future. Not only were steps taken to structure ongoing training and improve its method of presentation but wholly new fields were encountered as a result of emerging changes in postal technology and management concepts. Mail processing methods in use for as long as a century or more have begun to be replaced in the larger post offices with modern sophisticated high-speed mail processing equipment, with a direct impact on the training program.

Dramatic changes have also taken place in recent years in the types of vehicles used for mail collection and delivery. Acquisition to the motor vehicle fleet of vehicles of unusual construction especially to meet the needs of the postal driver, have required specialized driver training. As the Nation has witnessed a decline in railroad travel, so there has been a decline in this means of transporting the mails. As the airways have come into greater use for mail transportation, greater emphasis has been placed on training the personnel involved. Operational trends thus provide the direction of training and in fact dictate the need therefor.

An intensified effort was begun in fiscal year 1967 to standardize training programs to the extent feasible on a national basis. Upon full activation of the new Postal Service Institute, its facilities for research and program development will accelerate this effort. Mean-

while standardized courses in areas such as air conditioning, vehicle maintenance, and other building and equipment maintenance courses are conducted by the Department's maintenance technical centers across the Nation.

The major thrust in recent years in updating training methodology has been the development of several courses using the programmed instruction technique. The programmed self-instructional method of training is especially beneficial to the Post Office Department because of its many thousands of installations having too few employees to justify classroom training.

Training through outside facilities is used to supplement inservice training where the development of an inservice course in the particular area would not be justified. In fiscal year 1955, the Department was authorized by Public Law 83-374 to expend up to \$100,000 of appropriated funds for training postal personnel in nonpostal (other Federal agency and non-Government) facilities. This authority was renewed in successive appropriation acts through fiscal year 1959. Subsequent nonpostal training has been under authority contained in the Government Employees Training Act, Public Law 85-507, dated July 7, 1958. In fiscal year 1967, the Department spent approximately \$265,000 on tuition and related fees, travel, and per diem incident to the training of its personnel through nonpostal facilities.

Almost 2 million paid man-hours were devoted to on-the-job training in the Post Office Department in fiscal year 1967, and almost 3 million paid man-hours were devoted to training off the job in classroom sessions, workshops, etc. At an average cost of approximately \$4.20 an hour for salary and fringe benefits, the total personnel payroll cost of both on-the-job and off-the-job training was approximately \$20,000,000. Cost of travel, per diem, and other expenses incident to inservice training is not available; however, since the preponderant portion of Post Office Department training is conducted at or near the job site, such costs would likely be negligible in comparison to the total cost.

B. BUREAU OF PERSONNEL

1. NONSUPERVISING TRAINING PROGRAM

Purpose.—The purpose of this program is to train postal employees, including window clerks, distribution clerks, mail handlers, city and rural carriers, special delivery messengers, vehicle operators, maintenance personnel, office personnel, and other nonsupervisory personnel in the proper performance of their assigned duties with a view to achieving optimum proficiency in work operations.

History and description.—Although an indeterminate amount of employee training had occurred prior to 1954, the systematic instruction of postal employees was first introduced as part of the new personnel management program established in 1954. Immediate attention was given to training in a number of activities. Among the first courses launched was a motor vehicle and accident prevention training program aimed at reducing the man-hour and dollar losses incurred through motor vehicle accidents. Training films were produced to improve basic postal skills and public relations. The training program has been and continues to be expanded to provide employees with required knowledges incident to the mechanization of postal operations,

conversion to new-type vehicles for mail collection and delivery, the introduction of new mail-expediter systems such as the ZIP code, and the introduction of other new technology.

Legal authorization.—General authority of the Postmaster General as contained in 39 U.S.C. 501(2), and authority contained in 5 U.S.C. 41.

Obligations, fiscal year 1967.—The accounts of the Post Office Department do not yet provide training cost data specifically for non-supervisory training. The attention of the reader is invited to the introduction and summary of this chapter which, to the extent of available information, discusses the overall cost of training.

C. OFFICE OF THE DEPUTY POSTMASTER GENERAL

1. SUPERVISORY DEVELOPMENT PROGRAM

Purpose.—The purpose of this program is to train supervisors in the duties and responsibilities of their positions, to broaden their understanding of modern management practices and to provide them with a medium for communication and participation in management.

History and description.—Virtually no organized supervisory training existed in the postal establishment prior to 1954. The need for supervisory training in the postal service was cited by the Hoover Commission. As a result, courses were developed to provide postal supervisors with essential information to enable them to deal with employee attitudes, to develop esprit de corps in the work force, and to establish training objectives in concert with proficiency goals. The supervisory training program was later expanded to include such aspects of supervision as manpower use and control, organization, planning, and self-development. Training in the art of instruction was also added to the supervisory training curriculum to improve supervisors' capacities to teach subordinates, and training in conference methods was added to aid supervisors in conducting and participating effectively in staff meetings, group discussions, and problem-solving conferences. In more recent years supervisory training has been expanded to keep supervisors abreast of technological changes in postal operations, and additional emphasis has been placed on equal employment opportunity and employee-management cooperation.

Legal authorization.—General authority of the Postmaster General as contained in 39 U.S.C. 501(2), and authority contained in 5 U.S.C. 41.

Obligations, fiscal year 1967.—The accounts of the Post Office Department do not yet provide cost data specifically in the area of supervisory training. The introduction and summary of this chapter discusses the overall cost of training.

2. MANAGEMENT DEVELOPMENT PROGRAM

Purpose.—The purpose of this program is to train management personnel above the firstline supervisory level in modern management concepts and practices, and to keep such personnel abreast of postal goals and objectives including plans for changing and updating postal technology.

History and description.—Programs for top-management personnel were first introduced in 1954. Management training in modern man-

agement concepts and practices has been, to the present time, accomplished primarily through nonpostal sources such as universities or professional associations. Other aspects of postal management training have been sporadic and contingent on peaks in emphasis on management or operational goals.

Legal authorization.—General authority of the Postmaster General as contained in 39 U.S.C. 501(2), and authority contained in 5 U.S.C. 41.

Obligations, fiscal year 1967.—The accounts of the Post Office Department do not yet provide cost data specifically in the area of management training. The attention of the reader is invited to the introduction and summary of this chapter which, to the extent of available information, discusses the overall cost of training.

3. INTERNATIONAL TRAINING PROGRAM

Purpose.—This training program is directly related to the service goals of the U.S. Post Office Department in that an efficient foreign postal service expedites delivery of U.S. postal patrons' mail.

History and description.—An indeterminate amount of this type of training has occurred over the years in the Post Office Department. A formalized approach to this activity dates from January 1, 1953, at which time records of visitors were inaugurated and uniform departmental procedures were initiated. More recently the program has been expanded, and at the same time refined, to be more responsive to the individual needs of the trainees and their respective countries. In preparing training and orientation programs, whenever possible in-depth studies are made of the postal systems represented by the individual trainees.

Legal authorization.—The Department's international training program is carried out under the provisions of section 632(b) of the Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—Cost to the Department for the development and administration of this activity during fiscal year 1967 has been estimated at \$25,250. This represents 2 full-time man-years devoted to direction of the program.

4. OPERATION OF THE POSTAL SERVICE INSTITUTE

Purpose.—The broad mission of the Postal Service Institute is the training of postal employees so they may more effectively contribute to the fulfillment of postal goals and objectives.

Specifically, as an integral part of the Department's career development program, the Institute's work is developing manpower resources to: (a) improve efficiency of operations with no sacrifice in existing standards; (b) achieve lower costs with no sacrifice in performance; (c) develop pride in the postal profession; and (d) generate creative thinking in postal matters.

History and description.—The Institute began training activities in January 1968, in accordance with plans evolved over a period of months starting in August 1965. The Institute features at all locations programs aimed at keeping professional, scientific, technical, managerial, and supervisory postal employees abreast of the highly

specialized requirements of the postal service. Its work will also help, in collaboration with the Training and Development Division, to develop, improve, and introduce nationally, training concepts, methods and devices having practical application at local and regional levels, and in virtually all occupational groupings.

Legal authority.—The Postal Service Institute derives its authorization from the Government Employees Training Act (P.L. 85-507, dated July 7, 1958).

Obligations, fiscal year 1967.—The Institute did not exist during this accounting period.

D. BUREAU OF THE CHIEF POSTAL INSPECTOR

1. POSTAL INSPECTOR TRAINING PROGRAM

Purpose.—The purpose of this program is to train postal inspectors in Federal procedure relating to the investigation of postal offenses, as well as to provide training in investigative techniques.

History and description.—The first formal school of instruction for postal inspectors opened in Washington, D.C., on August 7, 1930. It continued with relatively minor changes over the years until 1954 when it was expanded and revised to keep pace with the growth of the postal service and the Bureau of the Chief Inspector's responsibilities. Many time-tested practices were incorporated in the program and the basic objectives of the program were redefined as: (1) A thorough and systematically pursued basic training for each appointee; (2) uniform familiarity with, and use of, recognized investigative procedures; and (3) the earliest practicable opportunity to qualify on, and enable assignment to, work of the specialized categories. In fiscal year 1967, contractual arrangements were made to incorporate into the training process additional on-the-job instruction through a series of correspondence-type courses in criminal justice, investigative procedures, report writing, and human relations, designed specifically to meet training objectives for postal inspectors. The courses will be formalized, edited, and administered by a leading university.

Legal authorization.—General authority of the Postmaster General as contained in 39 U.S.C. 501(2), and authority contained in 5 U.S.C. 41.

Obligations, fiscal year 1967.—Operating and administrative costs, not clearly separable, for this activity during fiscal year 1967 have been estimated by the Department as being \$430,000.

CHAPTER 10. PROGRAMS OF THE DEPARTMENT OF THE INTERIOR

A. INTRODUCTION AND SUMMARY

The Department of the Interior carries out a wide variety of educational activities in the following bureaus and offices: Office of the Secretary, Bureau of Land Management, Bureau of Indian Affairs, Bureau of Outdoor Recreation, Office of Territories, Geological Survey, Bureau of Mines, Office of Coal Research, Bureau of Commercial Fisheries, Bureau of Sport Fisheries and Wildlife, National Park Service, Office of Saline Water, Bureau of Reclamation, Bonneville Power Administration, and the Federal Water Pollution Control Administration.

The consolidated departmental manager development program provides 5 months of intensive training for selected junior management employees in grades GS-7 through GS-9 and middle management employees in grades GS-11 through GS-13 who have demonstrated their capacity for a career in management. The administrative management training program is designed to train employees in the administrative management areas of personnel management, budget, financial management, management analysis, automatic data processing, internal audit, and procurement and property management. Both programs follow the same time schedule and contain the same basic elements of a bureau orientation, departmental orientation, practical training assignments on a rotating basis, departmental meetings, and academic courses.

Under the Government's foreign economic assistance program, engineers, technicians, and other persons from foreign countries receive certain training in the various scientific and technical activities carried on by the Department. Some of the fields in which this training is offered are dam engineering, canal engineering, electrical engineering, mechanical engineering, geology and petrography, construction administration, irrigation project operation and maintenance, power operation, topographic mapping, fishery science, wildlife management, and a number of other related scientific and technical activities. Training programs of this type are conducted by the Bureau of Reclamation, the Geological Survey, the Bureau of Mines, the Bureau of Land Management, and the Fish and Wildlife Service.

Several bureaus cooperate with various colleges and universities in providing research fellowships to graduate students which afford a means by which needed research can be expeditiously conducted through institutions of higher learning. Some of the bureaus also maintain apprenticeship-training programs to provide a source of technically trained competent workmen.

Financial assistance to public school districts is being provided by the Department of the Interior where an undue burden has been created on local public school districts by the enrollment of large num-

bers of Indian children who reside on tax-exempt land. State contracts have been negotiated in most instances and financial aid is distributed to participating districts on the basis of criteria outlined in a State plan.

A 1958 amendment to Public Law 874, 81st Congress, has permitted Indian children to be counted for school operation aid benefits under this Federal assistance program administered by the Department of Health, Education, and Welfare. The financial assistance provided through this and other Federal aid programs has substantially reduced the Interior Department's aid to public schools for school operation. However, public schools educating substantial numbers of Indian children are receiving aid from the Interior Department for special programs to meet unusual educational needs of Indian children. Some few districts with little or no taxable resources require financial support for school operation.

Where public schools have not yet been extended into isolated reservation areas, the Department operates, through the Bureau of Indian Affairs, an educational program for children of one-fourth or more degree Indian, Eskimo, or Aleut blood. While the number of Bureau-operated schools is gradually decreasing by the absorption of Indian children into the public school system, the Indian education program remains the largest educational activity administered by the Department.

The Bureau of Mines conducts extensive health and safety programs to train persons employed in the mining and related industries in accident prevention, first aid, mine rescue, and other phases of mine safety. In addition, the Bureau maintains a library of motion-picture films, available to the public, which are designed (1) to present a better understanding of the Nation's mineral resources and their wise and efficient use through proper conservation, and (2) to be used in connection with Bureau health and safety education. The Bureau also cooperates with various colleges and universities in carrying out graduate study programs at Bureau stations and laboratories.

While the Office of Coal Research does not have any programs directly similar to those reported by other bureaus which could be defined as "supporting educational activities," contract research programs, indirectly support such activities.

For example, in the contracts with educational institutions in many instances graduate students, and post doctoral fellows are performing a significant part of the investigative research work. In such instances the individuals are reimbursed for their services. Such individuals are receiving additional training and making contributions to the advancement of knowledge in fields of coal technology.

Obligations for the programs of the Department of the Interior here reported for the fiscal year 1967 were: operating, \$130,600,964; administrative, \$5,365,658; total, \$135,966,622 (not including \$28,292,000 for construction).

B. OFFICE OF THE SECRETARY

1. CONSOLIDATED DEPARTMENTAL MANAGER DEVELOPMENT PROGRAM

Purpose.—The purpose of this program is to improve management operations in the Department of the Interior through selection and

training of junior management and middle management personnel in departmental and bureau management techniques and practices.

History and description.—The Departmental Management Training Program was begun in 1949 with junior management employees in grades GS-5 through GS-9. In 1957 the Departmental Manager Development Program, for middle management employees in grades GS-11 through GS-13, was initiated. These two annual programs were conducted separately until 1966, when they were consolidated into one program.

The Consolidated Departmental Manager Development Program serves two groups of employees: young foresters, engineers, biologists, and other program oriented personnel with a limited amount of experience in the field or in Washington, and a more mature group of employees in these occupational categories who have advanced to the middle management level.

The program is conducted annually in Washington, D.C., and extends over a 5-month period to coincide with the fall academic semester. The training includes 1 week of bureau orientation, a 3-week period of departmental orientation, practical rotating training assignments, and monthly departmental meetings. Each participant takes a required academic course, natural resources economics, presented by the Center for Natural Resources Policy Studies and the College of General Studies of the George Washington University. The course is conducted in the Interior Building on official time. Satisfactory completion earns 3 semester hours credit. In addition, the trainee takes an after-hours academic course appropriate for his own developmental needs in one of the educational facilities in the Washington area.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967 (estimated).—Operating, \$50,000; administrative, \$5,000; total, \$55,000.

The operating and administrative costs of the training cannot be clearly indicated since the training program is geared closely to the regular productive work of the Department. The primary costs to the participating bureaus involve the travel and per diem required to bring field personnel into the Washington office for the duration of the program. The direct administrative expenses of the training consist chiefly of a prorated valuation placed upon the use of the staff of the Division of Employment and Training, Office of Personnel Management.

2. ADMINISTRATIVE MANAGEMENT TRAINING PROGRAM

Purpose.—The purpose of this program is to train employees in the administrative management areas of personnel management, budget, financial management, management analysis, automatic data processing, internal audit, and procurement and property management.

History and description.—The administrative management training program was begun in 1966. Interest and sponsorship in the program is shared by the Office of Budget, Office of Management Operations, Office of Personnel Management, Office of Survey and Review, and Office of Management Research. Each of the sponsoring organizations provides direction and guidance to the program and provides individual guidance to trainees through the services of a program adviser. The

program adviser works closely with the bureau and the trainee in the design and accomplishment of an effective training plan to meet the individual needs of the trainee.

The program follows the same time schedule and contains the same basic elements as the Departmental Manager Development Program, with the exception of the academic course that is required. Each trainee in the administrative management training program participates in the course, *Natural Resources Policy and the Administrative Process*, conducted by the Center for Natural Resources Policy Studies and the College of General Studies of the George Washington University. Satisfactory completion earns 3 semester hours' credit. The course is conducted on official time in the Interior Building. The trainee also takes an additional academic course that will contribute to his career development.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967 (estimated).—Operating, \$20,000; administrative, \$5,000; total, \$25,000.

The operating and administrative costs of the Administrative Management Training Program cannot be clearly indicated since it is geared closely to the regular productive work of the Department. The primary costs to the participating bureaus involve the travel and per diem required to bring field personnel into the Washington office for the program. The direct administrative expenses of the training consist chiefly of a prorated valuation placed upon the use of the staff of the Division of Employment and Training, Office of Personnel Management.

C. BONNEVILLE POWER ADMINISTRATION (BPA)

1. EMPLOYEE TRAINING AND DEVELOPMENT

Purpose.—The purpose of employee training and development is to improve employees' job performance capabilities.

History and description.—In order to keep employees' knowledge and specialized capabilities current with the demands of changing technology Bonneville Power Administration provides for continuous educational development of employees to improve their knowledge of organization and job responsibilities, procedures, and problems; to develop skills in management and operations; to prepare employees for advanced responsibilities; and to maintain and expand knowledge of professional, technical, and supervisory and administrative specialties and technologies.

The various educational programs for Bonneville Power Administration employees include new employee orientation, student engineer trainee program, apprentice and craftsmen training, secretarial training, safety training, professional and technical education, supervisory training, and management development.

Employee training and development consists of on-the-job training, instruction given by the administration, college and university courses financed by the Government, and participation in departmental training and development programs.

Legal authorization.—Bonneville Project Act (as amended), 16 U.S.C. 832a(f) and 832i(b).

Obligations, fiscal year 1967.—Operating, \$68,900; administrative, \$7,000; total, \$75,900.

2. TRAINING OPPORTUNITY PROGRAMS

Purpose.—The purpose of these programs is to cooperate with States and communities in assisting disadvantaged persons and providing work-related experience to college students.

History and description.—There has been an increasing effort both on the part of private and public employers to assist the economically disadvantaged. The Bonneville Power Administration serves both as an employer and as a host under certain of these programs. Current programs that are included are the youth opportunity campaign, the National Youth Center program, the college cooperative work-study program, and a cooperative agreement with the Oregon State Welfare Department. Of these the youth opportunity campaign is the only one in which the Bonneville Power Administration pays the salary in addition to providing a work situation and on-the-job training. In each of these programs the participants perform work that would not otherwise be performed by full-time Federal employees.

Legal authorization.—Economic Opportunity Act.

Obligations, fiscal year 1967.—Operating, \$24,400; administrative, \$3,600; total, \$28,000.

3. TECHNICAL TRAINING FOR OUTSIDE PERSONNEL

Purpose.—This training is provided upon request from other Federal agencies and private industry as well as from the Agency for International Development.

History and description.—For many years the Bonneville Power Administration has assisted other Federal agencies, private industry, and foreign nations by providing technical training. This activity has accelerated during recent years as the Bonneville Power Administration has developed new techniques in power transmission technology. Also, cooperative exchange programs and foreign developments in electric power have brought about a substantial increase in activities. In general, participants have been nominated by their agency, company, or country. The training is oriented to the particular needs of the individual and may vary in length from as little as a 1-day orientation up to several months of detailed, specialized training. Subjects covered may include water utilization, coordination planning, direct-current transmission, extra-high-voltage transmission, etc.

Legal authorization.—Bonneville Project Act (as amended) 16 U.S.C. 832a(f), 832i(b), Mutual Security Act 1954 (as amended), and AID Interior Agreement 1954.

Obligations, fiscal year 1967.—Operation, none; administration, approximately, \$5,000; total, \$5,000.

4. COLLEGE COOPERATIVE RESEARCH PROGRAM

Purpose.—The purpose of this program is to provide a means whereby research needed by Bonneville Power Administration can be expeditiously conducted through institutions of higher education.

History and description.—The college cooperative research program was inaugurated in 1945 to afford a means by which questions for which Bonneville Power Administration required answers could be undertaken for study on a jointly financed basis by cooperating colleges and universities. The studies which have been instituted are related to various phases of Bonneville Power Administration responsibilities and are of such nature that the results have been or can be immediately incorporated into agency operations.

Legal authorization.—Bonneville Project Act, 16 U.S.C. 832a(f).

Obligations, fiscal year 1967.—Operating, \$117,000; administrative, \$10,000; total, \$127,000.

D. BUREAU OF LAND MANAGEMENT

1. PROFICIENCY TRAINING

Purpose.—The Bureau training programs utilize Government and non-Government facilities to develop employee technical, administrative, managerial, and executive skills.

History and description.—There is a continuing need for training to improve performance of all employees in their respective activities and to increase their knowledge of the interrelationships of resource management. Meetings, conferences, courses, and demonstrations planned on a fiscal year basis form the nucleus of formal training programs. Sessions are conducted on district, State, service area, and bureau levels to meet recognized needs.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—Operating, \$224,700; administrative, \$90,500; total costs, \$315,200.

2. RESEARCH PROGRAMS (WESTERN UNIVERSITIES)

Purpose.—The Bureau participates in basic and applied research programs to extend knowledge into Bureau-related functional activities of soil and watershed, range management, wildlife management, forest management, resource protection, recreation, lands and minerals, and program development.

History and description.—The Bureau has participated in research activities on a cooperative-contractual basis with western universities for several years. Research projects are limited to basic and applied research in life sciences (biological and agricultural) and applied research in social science (economics). Each research project is directly related to Bureau mission.

Legal authorization.—Annual appropriations for management of lands and resources; annual appropriation for Oregon and California grant lands.

Obligations, fiscal year 1967.—Total, \$367,000.

3. TRAINING OF FOREIGN NATIONALS

Purpose.—The purpose of this program is to train foreign nationals in the fields of the Bureau's professional competencies in order to assist countries in adapting proven experience to land and resource management problems and to prepare counterparts who will work with BLM professionals in their countries.

History and description.—Since 1951, the Bureau has given training to selected foreign nationals. Policies and techniques fundamental to the settlement of extensive land areas and systematic resource management are emphasized as they are particularly needed in developing countries. The participants are policy officials, operating technicians, and students. The participants are provided opportunities to learn methods of adjudicating conflicting claims for land, minerals, grazing, forestry, and other land uses, issuing land ownership titles and leases, land record systems showing rights to land and resources, cadastral engineering survey systems to clearly define land ownership boundaries, land-use classification, modern methods of managing large grazing and forest areas including watershed protection, and improvements in operating practices. On-the-job field work is emphasized. Programs are prepared and conducted to meet the specific interests of each individual or group and are flexible.

Legal authorization.—Section 632(b) of the Foreign Assistance Act of 1961.

Obligations, fiscal year 1967.—Operating, \$25,832; administrative, \$3,898; total cost, \$29,730.

E. BUREAU OF INDIAN AFFAIRS

1. INDIAN EDUCATION

Purpose.—The purpose of this program is to raise the general educational level of the Indian people by promoting educational opportunities for all Indian children.

History and description.—Many of the treaties between the United States and the Indians provided for the establishment of schools for Indian children. Congress has also provided schools for Indian children where other educational facilities were not available. In 1842, there were 37 Indian schools in operation and by 1881 the number had increased to 106. In 1967, the Bureau of Indian Affairs operated 246 schools in the United States with an enrollment of 51,234 Indian children and 19 dormitories housing 4,268 children enrolled in public schools. Approximately 18,000 Indian children participated in Bureau-sponsored summer programs. Financial aid was provided to approximately 2,800 Indian youths in colleges and universities. The Johnson-O'Malley Act, which became law in 1934, authorizes the Secretary of the Interior to enter into contracts with States for the education of Indians and to permit the use of Federal school buildings and equipment by local school authorities. As a result of the operation of this law, some States with large Indian populations have no Federal schools within their boundaries.

In the fiscal year 1967, the Bureau of Indian Affairs negotiated contracts with 14 States and with school districts in four other States. In addition to these, contracts were negotiated for the education in public schools of 2,326 Navaho Indian children living in eight dormitories operated by the Bureau of Indian Affairs in towns adjacent to the reservation. Of an estimated 83,000 Indian children of school age enrolled in the public schools, approximately 55,000 attended schools receiving Federal aid under these contracts.

Beginning in the fiscal year 1959, Federal assistance has also been provided under Public Law 874, as amended in August 1958, to per-

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mit school districts to count Indian children for school operation aid benefits on the same basis as other federally affected children. This has reduced the extent of financial aid to public school districts for school operation provided under contracts with the Bureau of Indian Affairs. To meet the special education needs of Indian children attending public schools, the Bureau continues to provide financial aid to the districts.

Appropriations for the Bureau's educational program are limited to the education of Indians of one-fourth or more degree of Indian, Aleut, or Eskimo blood.

The system of schools provided by the Federal Government for Indian children meets program standards required by the States in which they operate. A full 4-year high school course is offered at 22 schools and 1 or more years of high school training is available at five other schools.

Legal authorization.—Title 49, Statutes at Large, section 1458; title 25, United States Code, section 452, title 25, United States Code, section 13.

Obligations, fiscal year 1967.—Operating \$80,802,733; administrative, \$2,846,000; total, \$83,648,733. In addition, the Bureau was awarded in 1967 \$5 million for 82 title I projects; \$125,000 for improved library services under title II; and \$200,000 for innovative and exemplary programs under title III of the Elementary and Secondary Education Act of 1965. Also, \$28,292,000 was spent by the Bureau for the construction of educational facilities for Indians.

2. ADULT VOCATIONAL TRAINING SERVICES

Purpose.—The purpose of these services is to assist those Indians primarily between the ages of 18 and 35 who by reason of limited educational background voluntarily apply for vocational training in order to equip themselves with the necessary skill to compete in today's labor market and establish economic independence without regard to their status as Indians.

History and description.—In 1956, Congress enacted Public Law 959 to provide these services. Financial assistance is furnished to each training unit accepted for vocational training. This includes transportation to the place of training, subsistence en route, financial assistance for maintenance at the destination, tuition and related costs—including books and tools, and subsistence upon completion of training for a period not to exceed 30 days or until such time as the first full week's paycheck is received. All training is provided by established public or private schools away from the reservation, and all grants are non-reimbursable and furnished direct to the individual training unit.

Legal authorization.—Public Law 959; 84th Congress (70 Stat. 986), as amended; Public Law 87-273; Public Law 88-230; Public Law 89-14; 89th Congress (79 Stat. 74).

Obligations, fiscal year 1967.—Operating, \$12,443,101; administrative, \$641,950; total, \$13,085,051.

F. BUREAU OF RECLAMATION

1. COOPERATIVE SETTLER-ASSISTANCE PROGRAM WITH STATE AGRICULTURAL COLLEGES

Purpose.—The purpose of this program is to provide technical and other assistance to settlers on reclamation projects.

History and description.—The Bureau of Reclamation has long recognized the responsibility of land-grant colleges for leadership in agricultural education within the respective States, and has pursued a policy of full cooperation with the colleges in carrying out relevant phases of this activity. Where State colleges are not in a position to provide, through regular programs, the specialized type of educational assistance required by new settlers, the Bureau collaborates with them in providing this assistance. It makes arrangements with the agricultural extension services of State colleges of agriculture for the help of county agents in serving settlers on reclamation lands in the Western States.

Legal authorization.—Federal reclamation law (act of June 17, 1902, 32 Stat. 388).

Obligations, fiscal year 1967 (estimated).—Operating, \$106,000; administrative, \$8,000; total, \$114,000.

2. TRAINING FOR FOREIGN ENGINEERS

Purpose.—The purpose of this program is the practical training of engineers from foreign countries in the various phases of water resources development carried out by the Bureau of Reclamation.

History and description.—For several years the Bureau of Reclamation has offered opportunities to qualified engineers from other countries for practical training in various phases of reclamation, irrigation, hydropower, flood control, and drainage engineering. This training is offered as part of the Government's foreign technical-assistant program; and is usually of 12 months' duration, including the time spent on field trips.

Most of the participants are engineers, but training and observation schedules are provided also for agriculturists, geologists, economists, public administrators, and for specialists in other fields related to Bureau of Reclamation operations. Of secondary magnitude is training conducted in foreign countries by Bureau personnel assigned overseas on technical advisory missions.

Some employees of the Bureau receive training abroad through attendance at international conferences, and also through studies of the water resources development techniques of other countries.

Legal authorization.—The predominance of Bureau training of foreign nationals is conducted under authority of the Foreign Assistance Act of 1961, Public Law 878, 85th Congress. Bureau assistance to AID is covered by a 1957 agreement with the Department of the Interior.

The International Educational Exchange Act of 1948 (Public Law 402, 80th Cong.) is authority for Bureau agreements with Australia, India, and Thailand which include training services to their engineers, administrators, and others. In this case the foreign governments bear the cost of the services rendered. Fixed fees are assessed by the Bureau for each trainee or observer received.

An occasional United Nations fellow is received by the Bureau for training or observation. Funds for these programs are provided by the requesting United Nations agency.

Obligations, fiscal year 1967 (estimated).—Operating, \$165,000; administrative, \$14,000; total, \$179,000.

G. GEOLOGICAL SURVEY

1. TRAINING OF FOREIGN GRADUATE GEOLOGISTS, CARTOGRAPHERS, AND ENGINEERS

Purpose.—The purpose of this program is to provide technical training that will enable foreign students to carry on more productive work in geology, hydraulics, or geologic and topographic mapping upon their return to their own countries.

History and description.—The Geological Survey has participated in the exchange of persons program since 1946. The training activities of the Geological Survey both in the United States and abroad, are at present sponsored by (1) the Agency for International Development; (2) the Atomic Energy Commission; (3) the United Nations; and (4) various fellowship organizations.

Since 1946, approximately 600 technicians have received training in the United States in the fields of mineral investigations, ground-water investigations and hydrology, surface and underground geologic mapping, photogeologic mapping and air photo interpretation techniques, and planimetric and topographic mapping through the use of aerial photography. Special orientation and training in the organization and operation of Central Government geological services have been extended to the directors and deputy directors of various counterpart organizations abroad. In the main, participants are foreign government officials or employees who also held positions in leading educational institutions in their home countries.

The Geological Survey's program in foreign areas under the auspices of the U.S. technical assistance program is designed to disseminate American techniques among counterpart organizations in countries where mineral and water resources are relatively underdeveloped. All field investigations undertaken are instructive in nature and are aimed at bringing counterpart technical personnel to a point of independent research. Geological Survey personnel assigned abroad also serve as part-time instructors in local schools, colleges, and universiites. In some countries Survey geologists are giving their full attention to academic instruction and to advisory services to such educational institutions.

Legal authorization.—Public Law 80-402 and Public Law 80-256; Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—Operating, \$78,033; administrative, \$75,000; total, \$153,033.

2. TOPOGRAPHIC CAREER DEVELOPMENT PROGRAM

Purpose.—The purpose of this activity is to provide new graduate engineers and qualified employees with the broad background of experience essential for the supervision and direction of the topographic mapping program.

History and description.—Since 1958, when the Civil Service Commission initially approved this program, it has been in continual operation. The participants receive formal training and on-the-job experiences that provide them the necessary skills and knowledge of surveying and photogrammetric operations. This training is designed to improve individual capabilities toward the development of better mapping systems and to increase the use and application of topographic data and techniques for the improvement of the work carried on in the survey.

Legal authorization.—General authorization implemented by the Department of the Interior Manual 383.1, and the use of regular appropriations.

Obligations, fiscal year 1967.—Operating, \$104,800; administrative, \$26,200; total, \$131,000.

3. WATER-RESOURCES TRAINING PROGRAM

Purpose.—The purpose of water-resources training and career development is (a) to attract an adequate, continuing inflow of capable young professionals; (b) to supplement and extend their basic academic training to the emerging field of water-resources investigation and management; (c) to provide practical training in the procedures of appraising water resources; and (d) to develop better qualified personnel already employed. Technical short courses and seminars are conducted to provide technical and scientific training for Survey personnel in order to keep them currently informed on latest research, publications, and techniques.

History and description.—The water-resources training program for GS-5, 7, and 9 professional employees was established by the U.S. Geological Survey and approved by the Civil Service Commission on March 12, 1964. It is a continuing part of the Survey's overall career development program. This program provides on-the-job training for a period of 18 months and covers all phases of activities in the field of water-resources investigations. The short courses and seminars began in 1950 and are also a continuing part of the training efforts to improve the performance of our professional and technical employees. These courses cover a wide variety of subjects related to hydraulics and hydrology.

Legal authorization.—General authorization, implemented by Department of the Interior Manual 383.1 and use of regular appropriations.

Obligations, fiscal year 1967.—Operating, \$250,000; administrative, \$30,000; total, \$280,000.

H. BUREAU OF MINES

1. COOPERATIVE PROGRAM FOR GRADUATE STUDY AT COLLEGES AND UNIVERSITIES

Purpose.—The purpose of this program is to carry out research on problems of the mineral industry in the United States.

History and description.—Since 1917, the University of Washington, in cooperation with the Bureau of Mines, has offered several fellowships annually to graduate students throughout the country, and on several occasions to students from foreign countries. Lately 34 addi-

tional colleges and universities have, in cooperation with the Bureau of Mines, offered such fellowships to graduate students. Research fellows work on assigned Bureau of Mines investigations of importance to the mineral industry of the United States and spend part time in graduate classroom study. Results of such research and investigations are included in official publications of the Bureau of Mines.

Legal authorization.—30 U.S.C. 8 and 9.

Obligations, fiscal year 1967 (estimated).—Operating, \$140,000; administrative, \$10,000; total, \$150,000.

2. EMPLOYEE SAFETY TRAINING PROGRAM

Purpose.—The purpose of this training is to reduce accidents that result in personal injury, occupational illness, or disease to Bureau employees and loss or damage to Government property.

History and description.—The first office to give such training—namely, that of the Bureau safety engineer—was authorized in November 1945. Presently additional safety program administrators are assigned to the helium activity and the two major administrative areas.

Safety training embraces accident and loss prevention techniques and principles for management and supervisors, general safety orientation for all new employees, on-the-job group and individual training in safe work procedures for operators and craftsmen, and specialized instruction such as required for safety in research operations involving radioactive materials and radiation-producing media and for experiments with highly toxic substances. Fire prevention and firefighting, first aid, safety inspection, accident investigation, and the safe operation of motor vehicles and heavy equipment are components of safety training for groups and individuals. Public safety programs are conducted to protect the public from accidents in connection with, or as a result of, any Bureau operation or public use of Government property or facilities. General accident prevention information and instruction to prevent accidents and safeguard the health of employees while off the job are also provided.

Legal authorization.—5 U.S.C. 784(c); 68 Stat. 1126; title 40, United States Code, 1952 edition, supplement III, section 491(a).

Obligations, fiscal year 1967.—Operating, \$24,000; administrative, \$5,200; total, \$29,200.

3. INTERNATIONAL INFORMATIONAL AND EDUCATIONAL ACTIVITIES

Purpose.—Training of foreign nationals is conducted to assist friendly nations to develop and exploit their natural resources and to further good will through the universal language of science.

History and description.—In recognition of the fact that the shortage of scientists and engineers trained in modern methods of mineral research and mining techniques had delayed the development of minerals in many countries, the Bureau of Mines accepted the first foreign national for training at its installations in 1948. Since that time the Bureau has had primary responsibility for the training programs of 428 participants from 48 countries. In addition, a large number of foreign representatives visit the Bureau each year for periods of 1 day to several weeks to discuss its active research projects, organization, and general operating procedures.

Legal authorization.—General agreement between the Department of the Interior and the Agency for International Development dated April 5, 1967, and Public Law 402—International Educational Exchange Act.

Obligations, fiscal year 1967.—Operating, \$65,000; administrative, \$20,500; total, \$85,500.

4. MINE-SAFETY TRAINING PROGRAMS

Purpose.—The purpose of these programs is to promote health and safety among employees of the mineral industries.

History and description.—The mine-safety educational programs were started at various dates. At present they are divided into the following principal categories: (1) accident-prevention training for supervisors and workmen in the mineral industries; (2) Holmes Safety Association councils and chapters; (3) first-aid and mine-rescue training for supervisors and workmen in the mineral industries.

Educational work in mine safety was very limited until after 1941, when funds and personnel were made available under Public Law 49, 77th Congress. The opportunity to obtain Bureau of Mines training in matters pertaining to health and safety is now available in all mineral-producing States. Many thousands of persons are now receiving training annually in accident prevention, first aid and mine rescue, and other phases of mine safety.

Legal authorization.—Organic Act of the Bureau of Mines (36 Stat. 369 (original) and 37 Stat. 681 (amended); Public Law 49 (30 U.S.C. 1, 3, 5, 6, and 7; 4f to 4o), as amended; and Public Law 577 (80 Stat. 772)).

Obligations, fiscal year 1967 (estimated).—Operating, \$1,740,000; administrative \$96,000; total, \$1,836,000.

5. VISUAL EDUCATION PROGRAM

Purpose.—The purpose of this program is to present a better understanding of the Nation's mineral resources and of their wise and efficient use through proper conservation.

History and description.—The Bureau of Mines purchased its first 35-millimeter silent film in 1911. Early films were bought primarily for use in connection with Bureau health and safety education. In 1919, the Bureau produced a three-reel film, "The Story of Coal," in cooperation with the National Coal Operators' Association. This film became the forerunner of the Bureau's sponsored films. Eleven prints were placed in circulation and were not enough to meet the public's demand.

Usage of the coal film led to production of other films on mineral commodities, such as sulfur, gasoline, copper, asbestos, and uranium, under cooperative agreements with industry and related organizations. Thus, the Bureau embarked on a joint educational film program with industry. Cost of production—photography, developing, and printing—of the sponsored film is paid by the cooperating concern. Services of the Bureau's technical staff are available to help in preparing an accurate, authentic script. The cooperating concern itself selects the film company and laboratory to produce and process the film. When completed, the film is reviewed by a board selected from the Bureau's technical staff by its Director and also by company officials. The

sponsor furnishes the Bureau with prints of the approved film for circulation under the cooperative agreements.

In 1922, prints of Bureau films were deposited with university extension division film libraries in various States. Today, many more than 4,000 film prints made available to the Bureau are on long-term loan at universities, colleges, school boards of education, public libraries, and State museums and are distributed from these sources. The Bureau's graphic services in Pittsburgh circulates the remaining films on short-term loan throughout the United States. Borrowers pay only the return postage. The Pittsburgh staff books, inspects, ships, and repairs films, and also places films on long-term loan and offers a service to the 180 distributing centers.

Legal authorization.—Organic Act of 1910, as amended February 25, 1913 (Public Law 386, 63d Cong., 30 U.S.C. 1, 3, 5, 6 and 7).

Obligations, fiscal year 1967 (estimated).—Operating, \$160,775; administrative, \$15,630; total, \$176,405.

6. COLLEGE RESEARCH GRANTS

Purpose.—The purpose of this program is threefold: (1) to conduct fundamental research that will provide basic data on minerals, metals, and fossil fuels; (2) to supplement in-house research in solving mineral industry problems; (3) to encourage higher education in engineering and science disciplines necessary for developing new technology to maintain a viable minerals industry.

History and description.—Public Law 89-272, Solid Waste Disposal Act of 1965, authorized the Secretary of the Interior to enter into grants relating to research on problems of solid waste disposal generated by the minerals industry. Public Law 89-672 authorized the Secretary of the Interior to enter into grants for research on minerals, metals, and fossil fuels. Both authorities have been redelegated to the Director, Bureau of Mines.

Legal authorization.—Public Laws 89-272 and 89-672.

Obligations, fiscal year 1967 (estimated).—\$427,000 for grants; administration, \$40,000; total, \$467,000.

I. NATIONAL PARK SERVICE

1. SCHOOLING FOR CHILDREN OF EMPLOYEES OF YELLOWSTONE NATIONAL PARK

Purpose.—The purpose of this program is to provide adequate school facilities to pupils who are dependents of persons engaged in the administration, operation, and maintenance of the park.

History and description.—Prior to September 1948, funds necessary to provide elementary and secondary education for the children of Government employees who lived in Yellowstone National Park were raised by the employees who had children in school. These employees stood the cost of operation, for the most part, of the elementary school at park headquarters, Mammoth Hot Springs, and paid all expenses relative to sending their children outside of the park to attend high school. Efforts extending over a period of many years to obtain financial support for this school by other than private contributions culminated in the passage of Public Law 604, 80th Congress,

in June 1948, provisions of which made it possible for the Federal Government to provide adequate funds out of park revenues to reimburse the local school board at park headquarters and school boards in surrounding communities on a pro rata per pupil basis for tuition and transportation costs.

Active operation of a program conforming to the provisions of Public Law 604 began with the opening of the 1948-49 school term on September 7, 1948, at which time agreements were negotiated to reimburse the Yellowstone School Board and appropriate adjacent school districts for school and transportation services rendered to grade and high school pupils enrolled in schools outside of Yellowstone.

Legal authorization.—Public Law 604, 80th Congress.

Obligations, fiscal year 1967.—Operating, \$69,299; administrative, \$12,490; total, \$81,789.

2. OPERATION OF NATIONAL PARK SERVICE EMPLOYEE TRAINING CENTERS

Purpose.—The purpose of these training centers is to provide an in-house training facility tailored to the needs of a unique and diverse governmental agency.

History and description.—The rapidly changing recreational and visitor use of National Park Service areas created a need for a program of employee development and upgrading of skills in the National Park Service. A pilot training center was started in Yosemite National Park in September 1957 and continued in that location for 5 years. In July 1962 ground was broken for a permanent facility at Grand Canyon National Park. The buildings were completed in June 1963 and the first session in the new development was undertaken in September of that year.

A similar facility on the east coast was begun in 1962 with the purchase by the National Park Service of the Old Storer College at Harpers Ferry, W. Va. This was subsequently remodeled and the first training session was held there in the fall of 1963.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967.—Direct obligations at the training centers totaled \$411,609. Additional obligations for transportation per diem and subsistence of trainees located in the various park areas and offices are accounted for as a part of each program official's operating program.

J. BUREAU OF COMMERCIAL FISHERIES

1. TRAINING UNDER THE FOREIGN AID PROGRAM

Purpose.—The purpose of this program is to provide foreign nationals with the technical competence to initiate or modify programs of development and conservation of the fish and wildlife resources of their countries.

History and description.—The U.S. Fish and Wildlife Service first participated in foreign aid under the program of the Interdepartmental Committee for Scientific and Cultural Cooperation, created by the President in May 1938. Similar but greatly enlarged responsi-

bilities were assumed when the Technical Cooperation Administration was established in 1950, and these continued with the Foreign Operations Administration, the International Cooperation Administration and the Agency for International Development. A special fishery program was carried out in the Philippines in the period 1946-50 under the Philippine Rehabilitation Act. Assistance has been given to many countries, and an essential part of the program has been the training of foreign nationals in the United States. Academic or inservice instruction, or both, has been given to approximately 300 persons during the past two decades.

Legal authorization.—Memorandum agreement between the Department of the Interior and the Foreign Operations Administration, dated March 15, 1954, as amended; Public Law 477 of the 85th Congress, approved June 30, 1958.

Obligations, fiscal year 1967 (estimated).—Operating, \$65,000; administrative, \$18,000; total, \$83,000.

2. EDUCATIONAL PROGRAM, PРИБИЛОФ ISLANDS, ALASKA

Purpose.—The purpose of this program is to provide for the formal education of about 650 resident Aleut natives on the special Government reservation embracing the Pribilof Islands.

History and description.—Following the purchase of Alaska from Russia in 1867, fur-sealing rights on the Pribilof Islands were leased to private individuals for a period of 40 years. The lessees were required to maintain a primary school on each of the two inhabited islands for the children of the resident Aleut natives who were employed in the fur-seal industry. Under the act of April 21, 1910, the Federal Government discontinued the leasing of sealing privileges and assumed direct responsibility for the management of the fur-seal herd, the administration of the Pribilof Islands and the welfare of the native inhabitants.

Since 1914, all resident Aleut natives on the Pribilof Islands between the ages of 6 and 16 have been required to attend school. At present, about 100 students are enrolled in the school on St. Paul Island and about 50 are enrolled in the school on St. George Island.

Under a reimbursable agreement the Alaska State Department of Education administers the Pribilof Islands educational program. Under this agreement the school program on the islands is the same as in other primary schools in the State with respect to school curriculum, textbooks, teacher qualifications, and the ratio of teachers to students.

Legal authorization.—Fur Seal Act of 1966 (80 Stat. 1091).

Obligations, fiscal year 1967.—Operating, \$110,080; administrative, \$16,902; total, \$126,982.

3. BUREAU OF COMMERCIAL FISHERIES GRADUATE EDUCATIONAL GRANTS

Purpose.—The purpose of this program is to develop scientific manpower of high caliber to fill the needs of the National Program in Marine Sciences with particular reference to the Bureau of Commercial Fisheries and other Government agencies and to speed up the educational processes by making it possible for the student to attend school full time.

History and description.—This activity was inaugurated in fiscal year 1962 with an appropriation of \$200,000. It has been continued at this level each fiscal year since that time. During the period 1962-67, the Bureau awarded 127 grants to 38 universities in 26 States.

Legal authorization.—Act of August 8, 1956 (70 Stat. 1126; 16 U.S.C. 760d).

Obligations, fiscal year 1967.—Operating, \$195,000; administrative, \$5,000; total, \$200,000.

4. SUPERVISORY TRAINING PROGRAM

Purpose.—The purpose of this program is to give supervisors and managers greater skill and insight into their roles as leaders and to enhance their abilities to work effectively with others in achieving organizational goals.

History and description.—The Bureau began its first in-house supervisory training in 1964. Up to that time, most of the Bureau's training effort had been directed toward adding to the technical competence of its employees. Since the bulk of the Bureau's professional employees are scientists, their education and training had been largely scientific, an experience that was not designed to equip them for supervisory responsibilities.

The first phase of the Bureau's supervisory training program, "management for supervisors," is a 1-week course that draws heavily upon the research of behavioral scientists. The course objectives are: to increase the supervisor's self-awareness, to gain greater insight into individual and group behavior, to become more effective in interpersonal relations, to examine leadership styles, to enlarge decision-making resources, and to become a more effective motivator. The course employs a variety of instructional techniques: lecture, discussion, problem defining and solving, case discussion, assigned readings, and role playing.

The second phase of the supervisory program consists of a followup course for those who have participated in "management for supervisors." This is a 3-day course, in part a refresher course, that has three objectives: to involve the participants in making decisions and examining the consequence of decisions, to increase interpersonal effectiveness, and to examine conflict and ways of handling it.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967 (estimated).—Operating \$2,693; administrative, \$583; total, \$3,276.

5. BUREAU ORIENTATION PROGRAM

Purpose.—The purpose of this program is to introduce new employees to the work of the Bureau.

History and description.—The first phase of orientation begins when an employee enters on duty. The personnel office gives general information about his appointment, life insurance, health benefits, pay, leave, et cetera. The second phase consists of an orientation session conducted by the Bureau's employee development officer, a session to which each employee new to the Bureau is invited after he has been on duty for a month or longer. The discussion includes Bureau ob-

jectives, organization, major programs, and special projects. The participants ask questions about the Bureau, its programs, personnel policies, or whatever they wish. They are given handouts that allow them to explore the nature of the Bureau's work in greater depth.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967 (estimated).—Operating, \$175; administrative, \$20; total \$195.

6. WRITING WORKSHOP

Purpose.—The purpose of this workshop is to instruct employees in writing clear and concise English for effective communication.

History and description.—The writing workshop provides a practical exercise in improving the quality of the Bureau's correspondence. It stresses principles of clear and simple expression in an effort to get the writer to discard gobbledegook and write naturally. The participants have practical writing assignments in class, and homework assignments; and they bring to class letters and memorandum that they are currently working on for comment and evaluation. The workshop consists of 10 2-hour sessions.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967 (estimated).—Operating, \$290; administrative, \$25; total, \$315.

K. BUREAU OF SPORT FISHERIES AND WILDLIFE

1. COOPERATIVE FISHERY UNITS AT COLLEGES AND UNIVERSITIES

Purpose.—The purpose of these units is to contribute to a ready pool of fully trained fishery biologists to meet Federal, State, and private employment needs on a continuing basis. Research by unit personnel and students is also a major objective of the program.

History and description.—The first unit was activated in January 1962 at Utah State University, Logan. At the present time, 23 units are in operation at State colleges and universities distributed throughout the United States. Each unit is a cooperative entity involving the Bureau of Sport Fisheries and Wildlife, a college or university, and usually a State game and fish department. Following consummation of a cooperative agreement, a coordinating committee composed of representatives of the participating agencies provides general guidance to each unit, including review of research proposals and annual budgets. The Bureau provides two trained fishery biologists to serve as leader and assistant leader. Limited funds to support student projects and temporary employment of unit trainees are also contributed by the Bureau. The cooperating States provide funds to support student projects and make their facilities available for program use. The colleges and universities provide office and laboratory space, special facilities, libraries, stenographic services, and other essential features that contribute to the training and research effort.

Legal authorization.—Public Law 86-685 (74 Stat. 733) approved September 2, 1960; annual appropriation acts.

Obligations, fiscal year 1967.—Operating, \$770,500; administrative, \$99,500; total, \$870,000.

2. COOPERATIVE WILDLIFE-RESEARCH UNITS AT COLLEGES AND UNIVERSITIES

Purpose.—The purpose of this program is to train personnel for responsible positions in wildlife management; to conduct research basic to the proper utilization of fish and wildlife resources; to promote education in this field through such means as demonstrations, lectures, and publications, and to provide technical assistance to State conservation departments and other agencies in their wildlife management problems.

History and description.—The program started in 1935 as a cooperative effort on the part of the Fish and Wildlife Service, the Wildlife Management Institute, and several State conservation departments and State colleges. At the end of the first year the program included 10 units at colleges or universities. In 1967 there were 18 units in operation.

The nationwide cooperative wildlife-research unit program was inaugurated to meet the need for trained men in the rapidly growing field of wildlife management and to provide information for the proper use of wildlife resources. The immediate aim has been to provide technically competent personnel to manage wildlife. Persons entering professional careers are trained in the research units to pass on to the public information about wildlife and how it should be managed. The units themselves are actively engaged in extension activities of a type which aids interested groups in an understanding of wildlife affairs.

Legal authorization.—Coordination Act (16 U.S.C. 661); annual appropriation act.

Obligations, fiscal year 1967.—Operating, \$290,000; administrative, \$32,000; total, \$322,000.

L. OFFICE OF TERRITORIES

1. AID TO PUBLIC EDUCATION, AMERICAN SAMOA

Purpose.—The purpose of this program is to assist in the operation and maintenance of public schools in American Samoa.

History and description.—The public education system in American Samoa is a cooperating enterprise between the local communities and the government of American Samoa. In most cases the villages provide the land for the schools and the government of American Samoa provides the school buildings, the educational staff, and all other areas of support.

Legal authorization.—Annual appropriation acts.

The government's educational expenditures are financed by local revenue, supplemented by Federal grant funds.

Obligations, fiscal year 1967.—Total: \$3,333,547.

2. AID TO PUBLIC EDUCATION, TRUST TERRITORY OF THE PACIFIC ISLANDS

Purpose.—The purpose of this program is to provide for the operation and maintenance of public schools in the trust territory, and to aid in the advanced training of Micronesian students outside of the trust territory.

History and description.—The public school system consists of elementary schools on almost every inhabited island or atoll of the territory, one secondary school in each of the six district centers, and two other secondary schools in other areas of population concentration. Seven of the eight secondary schools have boarding facilities. In-service teacher training is given on a year-round basis in an additional school, and other teacher training programs are offered each summer in each district. Limited vocational training is given in each secondary school. The scholarship program provides advanced training on the mainland, in Hawaii and in Guam for selected students. Public education expenditures are financed primarily through Federal appropriations.

Legal authorization.—Annual appropriations acts.

Obligations, fiscal year 1967.—Operating, \$3,652,570; administration, \$354,430; total, \$4,007,000.

M. BUREAU OF OUTDOOR RECREATION

1. NATIONAL CONFERENCES ON TOPICS OF CONCERN TO OUTDOOR RECREATION

Purpose.—The purpose of this activity is to provide a forum for exchange of outdoor recreation information and concepts among professional recreation workers.

History and description.—The enlarged emphasis on outdoor recreation programs, both public and private, in recent years resulted in professional personnel entering the field from a variety of backgrounds and disciplines. The national meetings and conferences on important aspects of outdoor recreation are organized to serve a need for communication among the administrative, operational, research, and planning segments of the profession.

Legal authorization.—Public Law 88-29; section 2(f)(3), "Cooperate with educational institutions and others in order to assist in establishing education programs and activities and to encourage public use and benefits from outdoor recreation."

Obligations, fiscal year 1967.—Operating, \$4,750; administrative, \$250; total, \$5,000.

2. PROFICIENCY TRAINING IN REVIEWING REQUESTS FOR GRANTS

Purpose.—The purpose of this training is to improve the knowledge and skills of employees who must review appraisals which are submitted in support of requests for grants from the land and water conservation fund.

History and description.—The Bureau of Outdoor Recreation provides assistance to State and local governments through the land and water conservation fund program which was authorized by Public Law 88-578. In support of this program, the Bureau has an appraisal review function which requires that certain employees have an understanding of the techniques and terminology of professional appraisers. The Bureau has developed a training course designed to help the appraisal reviewer to determine the qualifications of the appraiser and the soundness of the value conclusion he has reached. The course was presented in the Washington office and the Seattle regional office in the last quarter of fiscal year 1967.

Legal authorization.—Public Law 89-554.
Obligations, fiscal year 1967.—Operating, \$800; administrative, \$200; total, \$1,000.

N. OFFICE OF WATER RESOURCES RESEARCH (OWRR)

1. TRAINING OF SCIENTISTS AND ENGINEERS IN THE FIELDS OF WATER AND RESOURCES WHICH AFFECT WATER

Purpose.—The purpose of this program is to stimulate, sponsor, provide for, and supplement present programs for the conduct of research, investigations, and experiments, and the training of scientists and engineers in the fields of water and resources which affect water.

History and description.—This water resources research and training program was started in 1965, in response to a widely recognized and urgent need for developing solutions to current and anticipated critical water-related problems.

The program is nationwide and is carried out on a cooperative basis between the Office of Water Resources Research, which approves the use of Federal funds for research project grants, and water resources research institutes (or centers) located at a university in each State and in the Commonwealth of Puerto Rico. Each State institute receives an annual allotment of Federal funds and, in addition, may apply and compete for Federal funds to support additional specific research projects on a 50-50 matching fund basis. In addition to the conduct of research, the program is designed to develop trained individuals to deal with current and projected water-related problems. This is accomplished through university student participation, as part-time research assistants, on approved water-related research projects. In the fiscal year 1967 over 500 research projects were in progress at 51 institute universities and 32 other universities participating in the programs of the State institutes, and over 1,200 students served as research assistants on such projects.

Legal authorization.—Water Resources Research Act of 1964 as amended, 78 Stat. 329 and 80 Stat. 129.

Obligations, fiscal year 1967.—Allotments to State institutes, \$4,462,500 (\$87,500 to each institute); matching grants to institutes, \$2,000,000; administration, \$447,000.

O. FEDERAL WATER POLLUTION CONTROL ADMINISTRATION

1. RESEARCH, TRAINING, DEMONSTRATION, AND RESEARCH FELLOWSHIP GRANTS

Purpose.—The purpose of these grants is to encourage and assist appropriate agencies, institutions, and individuals in the conduct of studies and training which will help achieve the objectives of the Federal Water Pollution Control Act.

History and description.—These grant programs were initiated in 1962 by the Division of Water Supply and Pollution Control in the Department of Health, Education, and Welfare, and constitute a continuing program of the Federal Water Pollution Control Administration, which was transferred from the Department of Health, Education, and Welfare to the Department of the Interior in May 1966.

Grants of these types are awarded in a wide variety of scientific and engineering areas. They utilize the competence and facilities of educational institutions to develop new information (by research projects); to expand scientific and engineering manpower resources (by training students at the graduate level); to evaluate the application of research findings (by demonstration projects); and to increase the number of scientists having specialized research training (by training graduate students in the conduct of research).

All grant awards are competitive on the basis of scientific and technical merit, relevance to the program mission of the Administration, and availability of funds. In 1967, the 243 research grants were distributed among 117 institutions in 41 States. The 71 training grants awarded were distributed among 58 institutions in 37 States. The 70 demonstration grants awarded were distributed among 64 institutions in 32 States. The 103 research fellowship grants awarded were distributed to 103 individuals at institutions in 31 States.

The entire program of extramural grants is directed to assisting educational institutions to conduct studies and training related to the causes, control, and prevention of water pollution.

Legal authorization.—Federal Water Pollution Control Act, as amended (33 U.S.C. 466 et seq.).

Obligations, fiscal year 1967.—Research grants, \$6,455,110; training grants, \$2,908,842; demonstration grants, \$3,004,169; and research fellowships, \$622,411; administrative, \$360,780; total, \$13,351,312.

P. OFFICE OF SALINE WATER

1. SALINE WATER RESEARCH GRANTS TO EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to derive new concepts, new ideas, and new scientific knowledge upon which engineering and development work can build and increase the technology applicable to the development of processes for saline water conversion.

History and description.—This research and development program was inaugurated in 1952 to provide for the development of practicable low-cost means of converting saline water to usable water in order to conserve and increase the water resources of the Nation. The program is carried out through research and development contracts with and grants to industry and educational institutions. This extramural effort brings to the program a consensus of the state of the art and a wide range of talent and disciplines for advancing desalting technology. Another goal of the program is to create and promote the interest of industry to play a larger role in the desalting field. Therefore, the increasing requirements for competent personnel in desalination places the demand on the academic institutions to expand or emphasize pertinent courses in the curriculum.

Legal authorization.—42 U.S.C. 1951 et seq.

Obligations, fiscal year 1967.—Office of Saline Water grants to educational institutions totaled \$4,026,345.

Q. OFFICE OF COAL RESEARCH**1. OFFICE OF COAL RESEARCH CONTRACTS WITH EDUCATIONAL INSTITUTIONS**

Purpose.—The objective of this program is to encourage and stimulate the production and conservation of coal in the United States through research and development.

History and description.—This contract research and development program was begun in 1961. The Coal Research Act of that year authorized the Secretary to "develop through (contract) research, new and more efficient methods of mining, preparing, and utilizing coal; (and to) contract for, sponsor, cosponsor, and promote the coordination of, research with recognized interested groups, including but not limited to, coal trade associations, coal research associations, educational institutions, and agencies of States and political subdivisions of States.

Current projects cover a wide variety of technical disciplines. All information, uses, products, processes, and patents resulting from such Government-sponsored research are made available to the public on a royalty-free basis, and published reports are available at cost.

The contracts with educational institutions utilize faculty, postdoctoral fellows, and graduate students in the performance of technical and investigative research work. The fund of knowledge gained at the graduate level in new and emerging fields of coal technology is important to the future ability to meet the Nation's expanding energy needs.

Legal authorization.—Public Law 86-599, July 7, 1960 (74 Stat. 336).

Obligations, fiscal year 1967.—Office of Coal Research contracts with educational institutions totaled \$1,096,465.

CHAPTER 11. PROGRAMS OF THE DEPARTMENT OF AGRICULTURE

A. INTRODUCTION AND SUMMARY

The purpose of the Department of Agriculture, as defined by laws, is to acquire and diffuse among the people of the United States useful information on subjects connected with agriculture, in the general and comprehensive sense of that word.

The educational programs conducted by the Department assist in promoting its statutory purpose and principally consist of: (1) economic and scientific research for the advancement of agricultural knowledge, pursued cooperatively with the agricultural experiment stations of land-grant colleges and universities; (2) the dissemination and application of useful information on agriculture, home economics, and related subjects, developed from research, to families, communities, and others—including youth through the 4-H youth program; (3) training of farmers and their families, students of agricultural science, employees of agricultural agencies, and certain foreign nationals in matters relating to agriculture; and (4) the programs relating to school lunch and milk for children.

Research programs relating to the production and utilization of agricultural products, home economics, human nutrition, forest products and resources, and the marketing of agricultural products are conducted by the Agricultural Research Service, Cooperative State Research Service, the Farmer Cooperative Service, the Forest Service, and the Economic Research Service. Much of this research is carried on with the cooperation of land-grant colleges or other educational institutions, or by educational institutions under contract with the Department. The legislation authorizing these programs provides that the supporting Federal grants are available only for the research and dissemination of results thereof. Considerable effort is made by the Department to see that the funds are not used for teaching in the institutions concerned, or for other direct educational purposes not authorized by law.

The dissemination of information relating to agricultural techniques, marketing, utilization of land or agricultural products, and so forth, is carried on particularly by the Extension Service, and to a lesser extent by other Department agencies such as the Farmer Cooperative Service, the Consumer and Marketing Service, the Soil Conservation Service, and the Office of Information. Training activities, including consultative and demonstration services, are carried out principally by the Extension Service, the International Agricultural Development Service, the Office of Personnel, the Consumer and Marketing Service, and the Soil Conservation Service. The programs relating to school lunch and milk for children are administered by the Consumer and Marketing Service. The National School Lunch Act provides that in carrying out its provisions neither the Secretary nor the

State shall impose any requirements with respect to teaching personnel, curriculum, instruction, methods of instruction, and materials of instruction in any school.

According to estimates made within the Department of Agriculture Federal outlays for the activities of the Department reported in detail in the following pages for the fiscal year 1967 amounted to \$134,624,894 in grants for extension work and agricultural experiment station research; \$44,469,759 of national forest receipts shared with States for use for public schools and public roads; \$440,628,058 in cash payments and commodities distributed to schools under the national school lunch and special milk programs and the program for utilization of surplus agricultural commodities in connection with the school lunch program; and \$72,111,441 for all other outlays including the cost of administering these programs. Total obligations for these activities amounted to \$691,834,152.

The above-described activities are part of the regular programs of the Department of Agriculture and are supported by Federal appropriations. In addition, but not as a part of its regular programs, the Department generally supervises the operation of a graduate school in Washington. The supervision is exercised through a general administration board appointed by the Secretary, but the actual operation of the school is conducted by a director and a small staff who are not Federal employees. No appropriated or other Federal funds are used in the operation of the school and, aside from the provision of some facilities, all costs are borne from fees. The Department does make space available for classrooms on an after-hour basis and also provides limited space for administrative offices.

B. EXTENSION SERVICE

1. COOPERATIVE AGRICULTURAL EXTENSION SERVICE OPERATING THROUGH LAND-GRANT COLLEGES

Purpose.—The purpose is education for action aimed at helping local people apply scientific research results and good management practices to their farming, food and fiber marketing, family living, youth development, and community improvement problems and possibilities.

History and description.—The Smith-Lever Act of 1914, as amended by the act of June 26, 1953, the act of August 11, 1955, and the act of October 5, 1962, provided for the establishment of Federal-State cooperation in extension work to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the knowledge thus imparted. It provided for the Secretary of Agriculture and the agricultural colleges in the State land-grant universities to work out mutually agreeable ways to give instruction and practical demonstrations to persons not attending the college.

Early agreement with the States provided for the programs to be planned by local committees and advisory groups working with the extension agents, for extension specialists at the State university and U.S. Department of Agriculture to support them with the latest technical information, and for local volunteer leaders to help demonstrate and spread the information to their neighbors.

Improving farm income, better family living, and youth development are still the core of the locally planned extension programs. Broadening interests of rural people, together with the rapidly changing rural-urban adjustment and relationship problems closely related to agriculture and home economics, have increased the need and scope of extension work, particularly in community resource development.

Extension work is now centered in five major areas: agricultural production, food and fiber marketing, home economics, youth development, and community resource development. Federal funds make up 37 percent of the total cooperative extension budget, State funds 43 percent, and county funds 20 percent.

Legal authorization.—7 U.S.C. 341-349, 7 U.S.C. 1621-1627.

Estimated obligations, fiscal year 1967.—Operating, \$77,846,995; administrative, \$3,272,626; retirement, \$8,287,075; penalty mail, \$3,113,000; total, \$92,519,696.

C. AGRICULTURAL RESEARCH SERVICE

1. AGRICULTURAL RESEARCH CONDUCTED PARTLY AT EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of the Agricultural Research Service is to conduct basic and applied research in the fields of livestock, crops, soil and water conservation, and agricultural engineering; utilization research to develop new and expanded uses for farm commodities; research in nutrition and consumer use; marketing research; and related research and services. This research is carried out frequently in cooperation with the State agricultural experiment stations of the land-grant institutions and other experiment stations, to develop information for use by farmers, ranchers, and other persons.

History and description.—The Agricultural Research Service was established by the Secretary of Agriculture on November 2, 1953, under the authority of section 161, revised statutes (5 U.S.C. 133z-133z15), Reorganization Plan No. 2 of 1953, and other authorities. This reorganization consolidated into one service most of the various components of the former Agricultural Research Administration and in addition, certain activities conducted in other agencies of the Department which were closely related to the production, utilization and marketing research of the new research agency.

Agricultural research is conducted under four major categories: (a) farm research (research on crops, livestock, soil and water conservation, and agricultural engineering); (b) utilization research and development; (c) nutrition and consumer use research; and (d) marketing research.

Research is conducted at the 12,000-acre Agricultural Research Center, Beltsville, Md., and at numerous locations in the States and U.S. possessions, and in foreign countries. A large part of the research is in cooperation with State agricultural experiment stations and other public and private agencies. Research is also conducted under contract and grant with various public and private agencies and institutions.

Legal authorization.—5 U.S.C. 511-512, establishing the Department of Agriculture; 5 U.S.C. 563-564; 7 U.S.C. 424-425, 427, 427i, 1292; 20 U.S.C. 191-194; 21 U.S.C. 113a; 48 U.S.C. 1409m-1409o;

and Department of Agriculture and Farm Credit Administration Appropriation Acts.

Obligations, fiscal year 1967.—Estimated obligations for research, including work under research contracts, grants, and cooperative agreements, conducted at State agricultural experiment stations and educational institutions: farm research—\$27,388,681; utilization research and development—\$2,929,675; nutrition and consumer use research—\$543,385; marketing research—\$2,427,331; total—\$33,289,072.

D. COOPERATIVE STATE RESEARCH SERVICE

1. PAYMENTS FOR AGRICULTURAL AND FORESTRY RESEARCH AT STATE EXPERIMENT STATIONS AND OTHER ELIGIBLE INSTITUTIONS

Purpose.—The purpose of this program is to promote the efficient production, marketing, distribution and utilization of farm products bearing directly on and contributing to the establishment and maintenance of a permanent and effective agricultural industry, to improve the economic and social welfare of rural families, and to support research in forestry.

History and description.—The Hatch Act of 1887 established the agricultural experiment stations in the land-grant colleges. The Adams Act of 1906, the Purnell Act of 1925, title I, section 5, of the Bankhead-Jones Act as revised in 1946 all provided for the expansion of agricultural research at the agricultural experiment stations. In 1955, the Hatch Act, as amended, brought about consolidation of the Federal laws relating to the appropriation of Federal-grant funds for support of agricultural experiment stations in the States, Alaska, Hawaii, and Puerto Rico. Funds are also available under subsequent acts for research facilities at the State stations, for scientific research by educational institutions or other eligible organizations, and for forestry research at land-grant colleges or agricultural experiment stations and other State-supported forestry schools.

Research programs at the State stations include participation in regional and national programs. The stations, to an ever-increasing extent, are acting together as regional groups to provide cooperative coordinated attacks on problems of regional and national interest.

Legal authorization.—7 U.S.C. 361a–361i; 16 U.S.C. 582a—582a-7; 42 U.S.C. 1891–1893; 7 U.S.C. 450b; 7 U.S.C. 390–390k; 39 U.S.C. 321q.

Obligations, fiscal year 1967.—Payments to agricultural experiment stations under the Hatch Act—\$49,777,899; grants for research facilities—\$2,000,000; contracts and grants for scientific research—\$2,000,000; grants for cooperative forestry research—\$3,000,000; Federal administration—\$1,510,704; penalty mail—\$310,000; total—\$58,598,603.

E. FARMER COOPERATIVE SERVICE

1. AGRICULTURAL MARKETING RESEARCH IN COOPERATION WITH EXPERIMENT STATIONS OF LAND-GRANT COLLEGES

Purpose.—The purpose of this program is to obtain and disseminate information to bring about improvements in the marketing of agricultural products.

History and description.—This program was developed through contracts with the experiment stations authorized by the Agricultural

Marketing Act of 1946. The purpose of the contracts were as follows: (1) With the Virginia Polytechnic Institute, to conduct a research study to develop methods of helping Virginia cooperatives serve rural people more effectively. (2) With the Pennsylvania Agricultural Experiment Station, to conduct research to develop information on the impact of mergers on cooperative organizations, key personnel, directors and their members. (3) With the Iowa State University, to collecte data on rail, truck, and barge movements of grain from and to elevator facilities within Iowa. (4) With the University of Florida, to describe and evaluate recent changes in marketing organization and practices for potatoes produced in the Hasting's area of Florida.

The work under these contracts is still underway.

Legal authorization.—Agricultural Marketing Act of 1946 (7 U.S.C. 1961-69).

Obligations, fiscal year 1967.—Operating \$26,580; administrative, none.

2. PREPARATION OF EDUCATIONAL PUBLICATIONS AND PARTICIPATION IN MEETINGS TO STUDY PROBLEMS OF FARMER COOPERATIVES

Purpose.—The purpose of this activity is to disseminate information about sound principles and practices of agricultural cooperation so as to bring about improvements in the organization and operation of farmer cooperatives.

History and description.—The Cooperative Marketing Act of 1926 established a Division of Cooperative Marketing of the Department of Agriculture to conduct this activity. Under authority of the Agricultural Marketing Act of 1929, the functions of this Division were transferred by Executive order of the President to the Federal Farm Board. In 1933 the Division became a part of the Farm Credit Administration. Under authority of the Farm Credit Act of 1953 the Division was transferred to the jurisdiction and control of the Secretary of Agriculture. On December 4, 1953, the Secretary established the Farmer Cooperative Service to carry on this work. Much of this work is performed in close relationship with land-grant colleges, Federal and State extension services, and other Federal and State agencies. The Farmer Cooperative Service publishes the results of research, disseminates information on cooperative principles and practices, and participates in farm cooperative educational meetings.

Legal authorization.—Cooperative Marketing Act of July 2, 1926 (7 U.S.C. 451-457).

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, \$79,000.

F. FOREST SERVICE

1. FORESTRY RESEARCH PARTLY CONDUCTED IN COOPERATION WITH EDUCATIONAL INSTITUTIONS

Purpose.—The Forest Service conducts fundamental and applied research involved in the development of efficient and economical methods of (1) managing forest and related range lands to insure adequate supplies of timber, forage, and other forest products or services as forest recreation and wildlife habitat; (2) protecting and managing

watersheds so that the above purposes may be accomplished in a way to prevent floods and erosion and to insure adequate yields of usable water; (3) protecting forest resources from damage or destruction by fire and harmful insects and diseases, and (4) marketing and processing of products, including new and improved utilization and development of wood and other forest products.

History and description.—Federal forest research began in 1876 with the appointment by the Commissioner of Agriculture of a special agent to study forest conditions. In 1881 the Division of Forestry was established in the Department of Agriculture. In 1901 the Division of Forestry became the Bureau of Forestry with authority to engage in, among other duties, forest investigations. The Bureau of Forestry became the Forest Service in 1905. The June 1, 1915, reorganization of the Forest Service established the Branch of Research independent of the administration of the national forests. Shortly after, a system of regional forest experiment stations was established.

The McNary-McSweeney Act of 1928 provided a charter for research in all phases of forestry and wood utilization, including the establishment of a network of regional forest and range experiment stations. Special provision was also made for a nationwide survey of timber resources and requirements. In carrying out the provisions of this act the Forest Service was authorized to cooperate with individuals, public and private agencies, organizations, and institutions. Today, a part of the total research program of the Forest Service is conducted through cooperative agreements with colleges and universities. Under laws passed in 1958 and 1965 authorizing grants for scientific research, the Forest Service makes such grants to educational institutions and other eligible organizations for research related to forestry programs.

Legal authorization.—Act of March 2, 1901 (31 Stat. 929); act of March 3, 1905 (33 Stat. 872); act of May 22, 1928 (45 Stat. 699, 16 U.S.C. 581); 42 U.S.C. 1891-1893; 7 U.S.C. 450b; and Department of Agriculture Appropriation Acts.

Obligations, fiscal year 1967.—Estimated obligations for cooperative forest research, including work under cooperative agreements with educational institutions and grants: Operating and administrative, not clearly separable—total \$3,396,000.

2. PAYMENTS TO SCHOOL FUNDS OF ARIZONA AND NEW MEXICO

Purpose.—The purpose of these payments is reimbursement to each of the States of Arizona and New Mexico, as income for common-school funds, of such proportion of the gross proceeds of all the national forests within that State as the area of land granted for school purposes within the national forests bears to the total area of all national forests within that State.

History and description.—These payments are required by the act of June 20, 1910 (36 Stat. 562 and 573), which provides:

That the grants of sections 2, 16, 32 and 36 to said State, within national forests now existing or proclaimed, shall not vest the title to said section in said State . . . but said granted sections shall be administered as a part of said forests, and at the close of each fiscal year there shall be paid to the Secretary of State, as income for its common-school fund, such proportion of the gross proceeds of all the national forests within said State as the area of lands

hereby granted to said State for school purposes which are situated within said forest reserves . . . may bear to the total area of all the national forests within said State . . . the amount necessary for such payments being appropriated and made available annually from any money in the Treasury not otherwise appropriated.

Legal authorization.—Act of June 20, 1910 (36 Stat. 562, 573).

Obligations, fiscal year 1967.—Operating, \$106,086; administrative, none.

3. PAYMENTS TO STATES AND TERRITORIES FROM THE NATIONAL FORESTS FUNDS, FOR SCHOOLS AND ROADS

Purpose.—The purpose of these payments is reimbursement for the benefit of the public schools and public roads of the counties in which each national forest is situated—the distributive share to each county being proportional to the national forest area therein.

History and description.—These payments are required by the act of May 23, 1908 (35 Stat. 260, 16 U.S.C. 500), which provides:

That hereafter 25 per centum of all money received from each national forest during any fiscal year, including the year ending June 30, 1908, shall be paid at the end thereof by the Secretary of the Treasury to the State or Territory in which said national forest is situated to be expended as the State or Territorial legislature may prescribe for the benefit of the public schools and public roads of the county or counties in which the national forest is situated: *Provided*, That when any national forest is in more than one State or county, the distributive share to each from the proceeds of said forest shall be proportional to its area therein.

Legal authorization.—Act of May 23, 1908 (35 Stat. 260, 16 U.S.C. 500); act of July 24, 1956 (70 Stat. 605).

Obligations, fiscal year 1967.—Operating, \$43,912,242; administrative, none. The Forest Service has no data on the proportion of funds used for schools as distinguished from public roads.

4. PAYMENTS TO COUNTIES OF 25 PERCENT OF RECEIPTS FROM NATIONAL GRASSLANDS AND LAND UTILIZATION PROJECTS

Purpose.—The purpose of the payments is to share the receipts from National Grasslands and Land Utilization projects with local counties to be used for school or road purposes.

History and description.—These payments are required by the act of July 22, 1937 (50 Stat. 525, 7 U.S.C. 1012) which provides:

As soon as practicable after the end of each calendar year, the Secretary shall pay to the county in which any land is held by the Secretary under this title, 25 per centum of the net revenues received by the Secretary from the use of the land during such year. In case the land is situated in more than one county, the amount to be paid shall be divided equitably among the respective counties. Payments to counties under this section shall be made on the condition that they are used for school or road purposes, or both. This section shall not be construed to apply to amounts received from the sale of land.

Legal authorization.—Act of July 22, 1937 (50 Stat. 525, 7 U.S.C. 1012).

Obligations, fiscal year 1967.—Operating, \$451,431; administrative, none. The Forest Service has no data on the proportion of funds used for schools as distinguished from public roads.

G. CONSUMER AND MARKETING SERVICE

1. DEMONSTRATION AND TRAINING PROGRAM UNDER THE TOBACCO ACT

Purpose.—The purpose of this program is to instruct growers in the proper preparation of tobacco for market, and instruct agricultural students in high schools and colleges, members of the trade, and others in the elements of quality for tobacco.

History and description.—This program started in the late 1930's on a small scale and expanded as the overall tobacco inspection activities expanded. The demonstration program is carried out through (1) actual demonstrations on farms, (2) meetings with growers held at high schools or other similar country points, (3) cooperation with teachers of vocational education in rural high schools and agricultural colleges, and (4) visitor courses held at field offices.

Legal authorization.—Tobacco Inspection Act (7 U.S.C. 511c).

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, \$121,790.

2. DEMONSTRATION OF GRADES AND STANDARDS FOR AGRICULTURAL COMMODITIES

Purpose.—The purpose of these demonstrations is to bring about a better understanding of official grades and standards for agricultural commodities and their value, especially the advantages of their use.

History and description.—This activity was begun soon after the Department of Agriculture started standardization and grading and inspection services during World War I. There has been some expansion of the activity since that time in order to keep abreast, to some extent, of new developments in types of farm commodities produced and processed. The program includes the preparation and distribution of pamphlets, black and white and color charts, wax and plaster models, color slides, and demonstrations before interested groups.

Legal authorization.—The act establishing the Department of Agriculture (5 U.S.C. 511), Agricultural Marketing Act of 1946 (7 U.S.C. 1622c).

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, \$106,095.

3. NATIONAL SCHOOL LUNCH PROGRAM

Purpose.—The purpose of this program is to improve the health and well-being of the Nation's children and broaden the market for agricultural food commodities through Federal assistance, in the form of both funds and food, to States and territories for use in serving nutritious lunches to children attending schools of high school grade and under.

History and description.—This activity began in 1935 when surplus foods bought by the Federal Government as an aid to agriculture were distributed to schools for lunches for pupils. In June 1940 a school milk program was introduced in addition to the earlier distribution program. Children could get a half pint of milk for a penny or without charge, the Department of Agriculture and local organizations paying the additional costs. In February 1943 the Department began making

cash payments to partly cover the food costs of complete lunches. These payments were made from funds available under section 32 of the act of August 24, 1935, as amended (7 U.S.C. 612c).

In June 1946 the National School Lunch Act was passed. This act placed the program on a more permanent basis, providing for an annual appropriation specifically for the national school lunch program. This act placed the responsibility for direct administration of the program within the State on the State departments of education, whereas previously the U.S. Department of Agriculture had in most instances carried this responsibility. However, the Department of Agriculture administers the program directly for private schools in those States where State agencies are not permitted by State laws to disburse funds to nonpublic schools. The Department was made responsible for overall administration, including the approval or disapproval of States for participation, based on the State's annual plan of operation, and the apportionment of funds (on the basis of a prescribed formula) and food to the States.

In addition to providing cash assistance, the Department of Agriculture purchases food under section 6 of the National School Lunch Act for distribution to schools. This program also provides one of the major outlets for surplus commodities purchased under section 32 of the act of August 24, 1935, as amended. Further, commodities acquired under price support programs (sec. 416 of the Agricultural Act of 1949, as amended) are available to the schools. The volume of surplus commodities distributed to schools, however, is dependent upon market conditions and the need for the Federal Government to remove surpluses. In 1962, a new provision was authorized in the amendment to the National School Lunch Act for providing special cash assistance to needy schools in serving free or reduced price lunches.

The Child Nutrition Act of 1966 provided for: (1) a school breakfast program on a pilot basis to assist States to initiate, maintain, or expand nonprofit breakfast programs in schools drawing attendance from poor areas and in schools having a substantial enrollment of children from long distances, (2) a nonfood assistance program to assist States to supply schools in low-income areas with food service equipment, and (3) State administrative expenses to be used for supervising and giving technical assistance to the local school districts, for the administration of additional activities undertaken by them to expand the special assistance phase of the national school lunch program, the breakfast program, and the nonfood assistance program.

Legal authorization.—National School Lunch Act as amended (42 U.S.C. 1751–1760); Child Nutrition Act of 1966 (80 Stat. 885–890).

Obligations, fiscal year 1967.—Cash payments to States, \$147,684,496.14; special cash assistance, \$1,958,330.34; commodity procurement, \$59,150,992.29; pilot school breakfast, \$1,015,342.47; nonfood assistance, \$711,453.22; operating expenses, \$1,748,545.04; total, \$212,269,159.50.

In addition, \$130,418,911 in commodities acquired under Removal of Surplus Agricultural Commodities (section 32 of the act of August 24, 1935, as amended), and Commodity Credit Corporation price support (sec. 416 of the Agricultural Act of 1949, as amended), were donated to schools.

4. SPECIAL MILK PROGRAM

Purpose.—The purpose of this program is to increase the consumption of fluid milk by children in high school grades and under, and in nonprofit nursery schools, child-care centers, settlement houses, summer camps, and similar nonprofit institutions devoted to the care and training of children.

History and description.—The Agricultural Act of 1954 authorized the use of Commodity Credit Corporation funds for a milk program in schools for each of the fiscal years 1955 and 1956. Through subsequent legislative action the program has been extended and expanded to include, as eligible participants, all nonprofit nursery schools, child-care centers, settlement houses, summer camps, and similar nonprofit institutions devoted to the care and training of children. Commodity Credit Corporation funds were used to finance the program through fiscal year 1962. The Agricultural Act of 1961 changed the financing to a direct appropriation beginning July 1, 1962, and extended the authorization through June 30, 1967. The Child Nutrition Act of 1966 extended the program through fiscal year 1970.

Funds made available under this program are used to reimburse participating schools and child-care institutions for increased consumption of milk by children. Schools and child-care institutions which offer milk to children as a separately priced item are reimbursed at rates within the established maximum, depending upon the cost of milk to the school or institution and the selling price to children. Schools participating in the national school lunch program are reimbursed up to a maximum of 4 cents for each half pint of milk served to children in excess of the half pint of milk served with each type A lunch under the national school lunch program.

Other schools, summer camps, and child-care institutions offering milk to children as a separately priced item are reimbursed up to a maximum of 3 cents for each half pint of milk served. Schools and child-care institutions that do not sell milk separately are reimbursed at 2 cents per half pint of milk served, provided they comply with an acceptable plan of increased consumption of milk by children.

The program is administered within the States by State agencies to the greatest extent possible. Based upon available funds, and prior to participation, letters of credit are issued to each State agency authorizing funds for payment of claims to eligible schools, camps, and child-care institutions.

Legal authorization.—Child Nutrition Act of 1966, Public Law 89-642 (80 Stat. 885-886).

Obligations, fiscal year 1967.—Reimbursement payments, \$99,688,-533; administrative costs, \$538,235; total, \$100,226,768.

H. ECONOMIC RESEARCH SERVICE

1. ECONOMIC RESEARCH CONDUCTED PARTLY AT EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this activity is to conduct economic research relating to agricultural production, marketing, and distribution, including economics of marketing; also to make analyses relating to: (1) farm prices, income, and population, and demands for farm products; (2) use of resources in agriculture, adjustments, costs, and

returns in farming, and farm finance; (3) supply of and demand for farm products in foreign countries and their effect on prospects for U.S. exports; and (4) other factors relating to domestic and foreign agricultural trade.

History and description.—The Economic Research Service was established by the Secretary of Agriculture April 3, 1961, under the authority of 5 U.S.C. 301 and Reorganization Plan No. 2 of 1953, 67 Stat. 633. Economic Research Service's activities are conducted under three major categories: (a) farm economics research, (b) marketing economics research, and (c) domestic and foreign economic analysis.

The central office of the Economic Research Service is located at Washington, D.C., but a substantial part of the research program is carried out in cooperation with State agricultural experiment stations. Research also is conducted under contracts with various public and private agencies and institutions.

Legal authorization.—Organic Act establishing the Department of Agriculture (5 U.S.C. 511-512), Agricultural Marketing Act of 1946 (7 U.S.C. 427, 1621-1627), section 601 of the act of August 28, 1954 (7 U.S.C. 1761), the act of September 6, 1958 (42 U.S.C. 1891-1893), and the act of August 4, 1965 (7 U.S.C. 450i).

Obligations, fiscal year 1967.—Estimated obligations for research conducted at State agricultural experiment stations and other educational institutions, including work under cooperative agreements and research contracts: Operating \$6,528,800; administrative, \$918,-200; total, \$7,447,000.

I. STATISTICAL REPORTING SERVICE

1. COOPERATION WITH STATE AGRICULTURAL COLLEGES

Purpose.—The purpose of this program is to provide current official estimates on agriculture, including acreage, yield, and production of crops, stocks and value of farm commodities, numbers and inventory value of livestock items, and prices paid and received by farmers. These data are used for the release of the crop reporting board and other purposes.

History and description.—The Organic Act of 1862 provided that one of the duties of the Department of Agriculture would be “* * * to acquire and diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general and comprehensive sense of that word. * * *”

The act provided specifically for the collection of statistics. The issuance of regular crop reports was begun in 1866 and has continued ever since, the scope and coverage being increased from time to time by Congress. The Statistical Reporting Service functions as the chief statistical agency of the Department of Agriculture.

Legal authorization.—5 U.S.C. 511-512; 556b; 7 U.S.C. 411, 411a, 411b, 471, 475, 501, 951, 953, 955-957; U.S.C. 1891-1893.

Obligations, fiscal year 1967.—Operating and administrative obligations, not clearly separable, amount to \$1 million: pertaining to work in conjunction with State colleges which perform certain State services in connection with the Federal crop reporting program. This work with State colleges represents about 6 percent of the total activ-

ity. Normally, cooperation in the crop and livestock estimating work is maintained with the State department of agriculture or some other appropriately authorized State government agency, and this is the existing relationship in most of the States. In a few States, cooperative programs are conducted with both the State department of agriculture and the State college.

J. SOIL CONSERVATION SERVICE (SCS)

1. EDUCATIONAL WORK IN SOIL AND WATER CONSERVATION

Purpose.—The purpose of this work is to secure organized local action on the problems of soil and water conservation through an educational program.

History and description.—The Soil Conservation Service was established by an act of April 27, 1935, as the technical agency of the Department of Agriculture to aid in bringing about physical adjustments in land use that will conserve soil and water resources, establish a permanent and balanced agriculture, and reduce the hazards of floods and sedimentation.

To assist in accomplishing the total conservation job, the Soil Conservation Service and the Cooperative Extension Service have cooperated in carrying out a program of educational activities in soil and water conservation since 1935. The objectives of the program are (1) to develop a national plan of extension education in soil and water conservation, (2) to develop methods for most effectively bringing to the farmers the facilities of the Soil Conservation Service, (3) to develop cooperation in soil and water conservation work between the Extension Service, the Soil Conservation Service, the State agricultural colleges, and other Federal and State agencies, and (4) to seek and use improved methods and cooperative procedures for supplying assistance to legally constituted soil conservation districts organized under State laws.

Soil conservation district organization has been so rapid in recent years that there has been a diminishing demand for assistance with organizational and relationship problems. Major emphasis is now being given to the development and carrying out of a national program of education in soil and water conservation. The extension services in the States are assuming this responsibility, thus diminishing the need for direct financial participation by the Soil Conservation Service. For this reason the Service is not contributing to the joint employment of only three of the 64 full-time specialists who are working on this program.

Legal authorization.—16 U.S.C. 590a-590f.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, \$14,168.

2. PREPARATION OF INFORMATIVE PUBLICATIONS

Purpose.—The purpose of this activity is to provide useful information on soil and water conservation, methods and practices used in soil and water conservation, and answers to questions about the soil and water conservation programs.

History and description.—To help in accomplishing its statutory functions and to provide informational materials of value in educational work as well as in direct technical assistance to landowners and operators, the Soil Conservation Service produces and prints publications on a variety of subjects for which it is responsible, and on its programs about which the public is asking questions.

The publications are used by field technicians of the SCS in their regular work with farmers, landowners, and public groups, by State extension services and county agents; and by teachers, students, adults, and others who receive them in response to inquiries directed to the U.S. Department of Agriculture, Soil Conservation Service or other agencies. Publications of the SCS are available to the public and cooperating agencies in the same way as other publications of the Department of Agriculture and its agencies.

Legal authorization.—16 U.S.C. 590a-590f.

Obligations, fiscal year 1967.—Operating and administrative expenses, not clearly separable, \$103,000.

K. AGRICULTURAL STABILIZATION AND CONSERVATION SERVICE

1. DONATION OF COMMODITY CREDIT CORPORATION COMMODITIES TO EDUCATIONAL INSTITUTIONS FOR EDUCATIONAL USE

Purpose.—The purpose of this program is to utilize stocks of CCC-owned commodities for training, research, and experimental purposes.

History and description.—The cotton program was started during the fiscal year 1959. Textile schools showed a preference for synthetics in their instructional, educational, and research activities. It was believed that the availability of synthetic fibers without cost largely accounted for this preference. Schools which have trained a large percentage of textile scientists, engineers, and management experts who currently manage the textile industry were interested in participating in the program.

Other CCC-owned commodities are furnished without cost to experimental nonprofit agencies and schools for use in research projects relating to the conservation or disposal of such commodities in exchange for reports on the results of the project.

Legal authorization.—Agricultural Act of 1958; 72 Stat. 996 and section 416 of the Agricultural Act of 1949, as amended (7 U.S.C. 1431).

Obligations, fiscal year 1967.—Operating, \$12,092 (representing the cost value of donated commodities); administrative, none.

L. OFFICE OF PERSONNEL

1. INTERDEPARTMENTAL MANAGEMENT DEVELOPMENT PROGRAMS AND OTHER TRAINING ACTIVITIES

Purpose.—The management development programs were designed to broaden executives' comprehension of their environment and to provide USDA managers the opportunity to exchange ideas with key resource people on the development and needs of a changing society. The purpose of this and the other training activities of the Office is to provide optimum public service and efficiency in operations.

History and description.—There are three programs that meet intradepartmental management training needs:

Seminars in Executive Development bring executives together in unstructured discussion of broad areas of agricultural involvement, and provide the medium from which might grow creative thinking on modern, agricultural problems and imaginative approaches to dealing with them.

Seminars in Executive Development aim to: (a) Create an awareness of the need to develop familiarity with the highest management levels of the Federal Government and the Department of Agriculture; (b) challenge participants to constantly relate agency action to other governmental programs and the national welfare; (c) stimulate participants to build a deeper understanding of their individual role as a career civil servant in the world today.

Since the beginning of this program, July 1962, 686 executives have participated in 29 5-day seminars.

Seminars in Middle Management are designed for managers who are called upon to make decisions, and who therefore need to understand better the principles of administrative management. They provide a grasp of management philosophy and principle. Course content has been planned to convey concepts of prime importance to the successful Government professional.

The objectives of Seminars in Middle Management are: (a) To emphasize responsibilities toward supervisors, associates, staff, and the individual; (b) to develop a resource pool of high-quality USDA management talent.

To date, 1,160 managers have participated in 42 of these 5-day seminars.

Problem Solving and Decisionmaking is a program designed for managers seeking to become more proficient in handling problems and decisions. Over 500 experienced managers from USDA have participated in this program.

In addition to conducting and coordinating the Management Development programs, the Office provides leadership to the Department agencies in their development and evaluation of the training which is done for the benefit of the agencies as well as the employees. This leadership endeavors to keep the interest of the agencies focused on the new tools and methods which are constantly being developed for use by managers, scientists, and technical personnel.

Legal authorization.—Public Law 85-507 (72 Stat. 327).

Obligations, fiscal year 1967.—During fiscal year 1967 tuition obligations by all agencies within the Department of Agriculture for the three management seminars conducted by the Office of Personnel were \$81,850. Obligations for other training activities of the Office of Personnel are not separately identifiable.

M. INTERNATIONAL AGRICULTURAL DEVELOPMENT SERVICE

1. DEPARTMENTAL TRAINING PROGRAM FOR FOREIGN NATIONALS

Purpose.—The purpose of this training is to mobilize and coordinate the agricultural training resources of the Department of Agriculture, the land-grant colleges, and other public and private institutions to

meet the training needs of foreign nationals coming to the United States to study in the fields of agriculture, home economics, and related subjects.

History and description.—For a number of years the Department of Agriculture has cooperated in arranging training in agriculture, home economics, and related subjects for participants sponsored by the Agency for International Development and its predecessor agencies and by the United Nations and its specialized agencies. Throughout the history of these agencies, the Department of Agriculture and cooperating land-grant colleges have assisted in various ways with the training of foreign nationals. Currently, the Department of Agriculture and cooperating land-grant colleges provide this training under agreements with the Agency for International Development.

Legal authorization.—Public Law 88-205, section 621(a), Act for International Development, 1963; Foreign Assistance Act, section 632(b), 1961, as amended; memorandum of agreement between the Department of Agriculture and the Agency for International Development dated February 15, 1966, appendix V to the memorandum of agreement.

Obligations, fiscal year 1967.—\$5,459,762. These funds are provided by the Agency for International Development.

N. OFFICE OF INFORMATION

1. PREPARING, PRINTING, AND DISTRIBUTING PUBLICATIONS, EXHIBITS, PHOTOGRAPHS, FILMSTRIPS, SLIDE SETS, AND MOTION PICTURES OF EDUCATIONAL VALUE

Purpose.—The purpose of this activity is to coordinate the publications program among the several agencies of the Department. This includes the final review, illustrating and printing of publications, and their distribution through Members of Congress, as well as in answer to direct requests for information; and to plan and distribute exhibits, photographs, filmstrips, slide sets, and motion pictures.

History and description.—From the Department's inception, publications were the first means used to disseminate its information as required by law. Farmers bulletins and general use publications have been used since 1890 for this purpose. Legislation establishing the Department provided that one of its duties would be “* * * to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture * * *,” and authorized the use of all media of communication.

Legal authorization.—The act of May 15, 1962, establishing the Department (5 U.S.C. 511).

Obligations, fiscal year 1967.—Operating, \$636,000; administrative, \$52,000; total, \$688,000; represent obligations only from funds appropriated to the Office of Information.

O. SUPERVISION OF THE GRADUATE SCHOOL OF THE DEPARTMENT OF AGRICULTURE

Purpose.—The purpose of the graduate school is the development and administration of educational activities directed toward the increase of usefulness of employees of the Federal Government, and the improvement of their services.

History and description.—Following a quarter-century discussion of the need for such an undertaking, the more immediate recommendation of the Congressional Joint Committee on the Reclassification of Salaries, and consultations with presidents of leading universities, the graduate school was established in 1921 as one means of improving the service of the Department of Agriculture and increasing the usefulness of employees.

The major role of the graduate school is to serve as an educational service agency by providing course programs at various levels with resident evening and day courses in Washington and a correspondence study program. The effectiveness of this service depends upon the combined efforts of the agencies and the employees in the Federal Government. As a public service, the school sponsors one or two free lecture series each year. The subjects are of current and general interest to the Department of Agriculture and other Government employees.

The graduate school does not grant degrees.

Legal authorization.—Act of May 15, 1852 (R.S. 520; 5 U.S.C. 511), the joint resolution of April 12, 1892 (27 Stat. 395), and the Deficiency Appropriation Act of March 3, 1901 (31 Stat. 1039; 20 U.S.C. 91).

Obligations, fiscal year 1967.—None. (Aside from the provision of facilities all activities are financed by fees.)

CHAPTER 12. PROGRAMS OF THE DEPARTMENT OF COMMERCE

A. INTRODUCTION AND SUMMARY

Educational programs directly operated by the Department of Commerce include (1) inservice training of employees, (2) inservice training of foreign nationals, and (3) operation of specialized training schools. Other activities which directly affect regular public educational institutions are: (a) The letting of research contracts to universities and colleges, (b) the payment of university and college tuition and related fees for selected employees pursuant to 5 U.S.C. 41, (c) the furnishing of financial aid to State marine schools, and (d) the promotion of education in specialized fields in regular public institutions.

All of the bureaus conduct regular inservice training programs for their employees. The passage of the Federal Employees Training Act (5 U.S.C. 41) greatly stimulated this activity, especially with respect to outservice training at colleges and universities.

The domestic and international business area (DIB) includes the Bureau of International Commerce (BIC), the Business and Defense Services Administration (BDSA), and other bureaus. These bureaus are serviced by a common Office of Administration. Training provided includes a 2-year management intern program; a 3-year BDSA professional development training program; retirement planning seminars; a secretarial training center; a reading improvement course, a training-within-industry program, a maximum utilization of skills-and-training program, a shorthand dictation course, resident university courses, and an RSDA executive reserve training program. In addition, a language booth is available to DIB employees whose jobs require a knowledge of a foreign language.

The Economic Development Administration and the Office of State Technical Services were established after 1960 and provide clerical, mechanical, technical, vocational training and assistance to unemployed and underemployed persons in areas of the United States designated as redevelopment areas.

In 1965, the Environmental Science Services Administration was established, combining under one unit the Weather Bureau, the Coast and Geodetic Survey, and the Radio Propagation Laboratory (formerly under the National Bureau of Standards (NBS)). The Environmental Science Services Administration provides training in all areas of services: weather forecasting techniques; use of radar and other electronic propagation devices in weather surveillance and environmental probing; and the extension of environmental observational coverage from satellites and oceanographic research vessels on a worldwide basis.

The National Bureau of Standards conducts a nonprofit graduate school devoted to courses in the physical sciences. The graduate school is primarily operated for employees of the Bureau; however, other

courses offered outside of regular office hours are open to the public, and the courses given during office hours are open to employees of other Government agencies. The purpose of the graduate school is to provide means for updating and improving the knowledge, skills, and efficiency of staff members, and to prepare them systematically for increased responsibility.

The National Bureau of Standards also provides young scientific investigators of unusual ability and promise with an opportunity in basic research in the various branches of the physical and mathematical sciences through its postdoctoral research associateship program.

The Patent Office provides inservice classroom and on-the-job training for both its professional and nonprofessional employees. Newly hired scientists and engineers are enrolled in the initial training program for patent examiners; this program prepares each trainee to become productive in a minimum of time. The final indoctrination program for patent examiners prepares the examiner to handle more advanced patent examination and legal problems. Nonprofessional employees are provided with skills training, both clerical and stenographic, and specialized skills training peculiar to the needs of the Patent Office.

Inservice training is provided to foreign nationals by the Bureau of the Census, the Office of Business Economics, National Bureau of Standards, the Environmental Science Services Administration, and the Maritime Administration. This training has in recent years been broadened to include nationals of many lands.

Each of the above-mentioned bureaus trains foreign nationals in one or more of its specialized fields of activity. The Bureau of the Census provides training in the modern statistical techniques used by the Bureau and in Census techniques. The Office of Business Economics provides training in the uses and concepts and techniques of research in national income, gross national product, and the balance of international payments. The National Bureau of Standards provides training and research opportunities in physical sciences. The Environmental Science Services Administration trains in the techniques and methods employed in cartographic activities, and in the principles and applications of modern techniques in the science of meteorology. The Maritime Administration provides technical training through agency and industry facilities to foreign nationals in the major fields of marine transportation.

The Maritime Administration operates the U.S. Merchant Marine Academy for the training of young high school graduates for officer ratings in the U.S. merchant fleet. In addition, the Maritime Administration grants financial aid to State marine training schools. Aid is given to five schools operating in New York, Massachusetts, California, Maine, and Texas. Young high school graduates are trained at these schools to become licensed officers in the U.S. merchant fleet. The Maritime Administration also operates several other training programs. The bureaus and offices which conduct the training have reported estimated obligations during the fiscal year 1967 for the programs described herein amounting to \$34,706,099 for operating and \$632,677 for administrative expenses and \$6,162,698 not readily identifiable as either, making an estimated total of \$41,501,474.

B. OFFICE OF THE SECRETARY**1. EMPLOYEE TRAINING**

Purpose.—The purpose of the employee training program is to build and retain a skilled and effective work force through the operation and sponsorship of training programs designed to help employees improve present performance, keep abreast of technological changes, and prepare for more responsible assignments in the future.

History and description.—The Office of the Secretary has operated an employee training program for many years. This program was expanded greatly after the passage of the Government Employees Training Act of 1958. For the past several years, the Office of the Secretary has been conducting the employee training program not only for the Office of the Secretary but also for a number of the smaller bureau level organizations in the Department. Bureau level organizations included in the program at this time are the Economic Development Administration, the Office of Business Economics, the U.S. Travel Service, and the Office of State Technical Services.

Both inservice and outservice training are provided to employees. Inservice training programs include orientation, clerical and secretarial skills training, and supervisory and management development training.

Outservice training includes the use of universities, other Government agencies, professional societies, and private enterprise training organizations. College level courses provided by local universities and the Department of Agriculture Graduate School constitute the majority of outservice training provided to employees. Courses in economics, accounting, and automatic data processing account for most university level training. Each year a few employees are sent on long-term training assignments of up to 1 year on a full-time basis to prepare them for future executive responsibilities.

The National Institute of Public Affairs has been instrumental in shaping many of these long-term training assignments.

The Civil Service Commission and the General Services Administration provide most of the outservice training provided by the Government agencies. Use is made of the executive seminar centers at Kings Point and Berkeley, as well as the interagency courses offered by the Civil Service Commission in its regional offices and in Washington.

Small private firms are used for training in such subjects as automatic data processing and foreign languages.

Legal authorization.—The United States Code, title 5—"Government Organization and Employees, Chapter 41, Training," provides the legal basis for the employees training program.

Obligations, fiscal year 1967.—Salary costs for the year were \$19,444.28; costs for outservice training including tuition, fees, and books were \$52,240.90. Salary costs are borne by the Office of the Secretary. The costs of outservice training are borne by the respective organizations sending employees to training courses.

C. OFFICE OF ADMINISTRATION, DOMESTIC AND INTERNATIONAL BUSINESS (DIB)

1. MANAGEMENT INTERN PROGRAM, BUREAU OF INTERNATIONAL COMMERCE

Purpose.—The purpose of this program is to develop young professionals for key Bureau line and staff positions.

History and description.—The present management intern program evolved from the junior executive development program (April 17, 1956) of the Office of Economic Affairs, Bureau of Foreign Commerce. The formal training plan covers 2 years. The first year consists of eight general assignments (one in each Bureau of International Commerce office, one in the Business and Defense Services Administration, one in the Office of Administration, and one in the Office of Field Services), besides university and Civil Service Commission courses, and inhouse seminars, forums, tours and orientations. The second year involves specialized one-the-job training. Skill areas are international economics, trade promotion, industrial analysis and general administration.

Legal authorization.—Title 5, United States Code (GETA-Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—\$1,286 tuition and registration fees.

2. PROFESSIONAL DEVELOPMENT PROGRAM, BUSINESS AND DEFENSE SERVICES ADMINISTRATION

Purpose.—The purpose of this program is to attract and train promising individuals to become industry analysts and economists.

History and description.—This 3-year program has evolved into its present form from the earlier junior executive development program. Since 1958, approximately 90 individuals have been employed for training under this program. (Thirty graduated, and 29 are still in training.) The program skill areas are market reporting, industrial modernization, legislative analysis, government-business relations and mobilization planning.

Legal authorization.—Title 5, United States Code (GETA-Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—A total of \$2,857 which included \$57 for printing of materials; \$2,596 for tuition fees; and \$204 for travel and per diem expenses.

3. EXECUTIVE RESERVE TRAINING PROGRAM, BUSINESS AND DEFENSE SERVICES ADMINISTRATION

Purpose.—The purpose of this program is to provide for the training of persons selected to serve the Government (emergency production agency) in key civilian positions at local, regional, and national headquarters during periods of national emergency.

History and description.—Several times within the 30 years prior to 1955 certain agencies of the Government were forced by emergencies to expand their staffs substantially. Each time these Government agencies had to turn to nongovernmental activities for additional executive talent. In 1955 the Congress amended the Defense Production Act of 1950 and authorized agencies to identify, recruit, and

train an adequate number of executives to supplement their existing staff for Government service in the event of a national emergency.

Legal authorization.—Section 710(e) of the Defense Production Act of 1950, as amended, and Executive Order No. 11179, issued September 22, 1964.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, approximately \$85,000.

4. RETIREMENT PLANNING SEMINARS

Purpose.—The retirement planning seminars conducted by the Office of Administration, DIB, are designed to assist individuals in planning for retirement.

History and description.—The first retirement planning seminar was held in November 1965. The program now consists of six sessions of approximately 2 hours each. Sessions provide a setting for discussing ideas, points of view and problems of retirement with other career employees and with subject matter specialists. Subjects covered include attitude, health in later years, social security, taxes, investments, life insurance, housing, banking and the legal aspects of retirement.

Legal authority.—Title 5, United States Code (GETA-Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—\$52 for printing and materials.

5. TRAINING WITHIN INDUSTRY

Purpose.—The purpose of this activity is to encourage commodity industry analysts to visit, observe, and obtain firsthand knowledge of particular industries including processes and technological advances, while at the same time creating a closer working relationship between industry and government.

History and description.—This program was inaugurated in the fiscal year 1967. Partly because the Business and Defense Services Administration divisions ordinarily have personal contacts in the industries which they serve, these divisions are given responsibility for scheduling, coordinating and making necessary arrangements for the training visits.

Legal authority.—Title 5, United States Code (GETA-Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—\$3,585 for travel and per diem expenses.

6. SECRETARIAL TRAINING PROGRAM

Purpose.—The purpose of this training is to reduce the time it takes a new typist or secretary from her entrance on duty until she is knowledgeable about her job requirements.

History and description.—The program was begun on May 3, 1965, and consists of three phases: (1) 2 weeks of instruction in the Clerical Training Center in all aspects of correspondence, telephone, administrative and office procedures; (2) performance in the Center of actual work assignments submitted by operating offices; (3) interviews for permanent assignments in operating offices with actual or projected vacancies.

Legal authorization.—Title 5, United States Code (GETA-Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—Supplies and reproduction costs : \$100.

7. MAXIMUM UTILIZATION OF SKILLS AND TRAINING (MUST) PROGRAM

Purpose.—The purpose of this program is to attract those girls with subeligible typing skills, but with the potential for development into fully qualified clerk-typists.

History and description.—The program began on August 1, 1966. The program consists of intensive skills training in the Domestic and International Business Training Center, alternated with on-the-job training under the supervision of selected senior secretaries.

Legal authorization.—Civil Service Commission Bulletin No. 300-9, dated March 2, 1966. Title 5, United States Code (GETA—Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—None.

8. SHORTHAND DICTATION REFRESHER COURSE

Purpose.—The purpose of this course is to provide drill and practice for typists who wish to qualify for the Civil Service Commission stenography examination and to provide refresher training for stenographers who wish to improve their shorthand skills.

History and description.—A need for this program was determined in November 1965 because of the large turnover among secretarial personnel. Classes are conducted quarterly consisting of dictation at increased speed and of greater difficulty.

Legal authorization.—Title 5, United States Code (GETA—Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—None.

9. RESIDENT UNIVERSITY COURSES

Purpose.—The purpose of these courses is to provide domestic and international business employees with classes, held in the building, tailor made to DIB needs, including both job-related assignments and job-related term papers.

History and description.—In August 1965, Domestic and International Business conducted a back-to-school campaign to stimulate employees to take advantage of the many educational opportunities available in the Washington metropolitan area. Publicity was handled through a special issue of the DIB Newsletter which is distributed to all DIB employees. Representatives of local colleges and universities were available in the Commerce Building to talk with and counsel employees interested in attending evening classes. This counseling was shared with other employees of the Department.

DIB employees enroll mostly in courses in the areas of economics and statistics. Arrangements are made, after a survey is conducted by the Employee Development Branch, to hold classes in the Commerce Building after work hours.

Legal authority.—Title 5, United States Code (GETA—Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—\$6,120 for tuition fees.

10. OPERATION OF A LANGUAGE BOOTH

Purpose.—The purpose of this booth is to assist Domestic and International Business employees in increasing their foreign language proficiency.

History and description.—In early 1964, plans were underway to establish a language booth in the Commerce Building for the convenience of DT's employees wishing to increase their foreign-language proficiency—whether in connection with their immediate job or an oversea assignment. Recording equipment and workbooks were purchased. Tapes in French, Latin American and Castilian Spanish, Portuguese, and German were recorded by the Foreign Service Institute of the Department of State.

By written request, through supervisory channels, to the Employee Development Branch, employees make reservations (for 1/2 hour periods) for the use of this language booth.

Legal authorization.—Title 5, United States Code (GETA—Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—None.

11. READING IMPROVEMENT COURSE

Purpose.—The purpose of this course is to assist Domestic and International Business employees to improve their reading capacities; i.e., vocabulary, comprehension, retention, and speed.

History and description.—A pilot reading improvement course was given to 22 DIB executives in the third quarter of the fiscal year 1967. The sessions lasted 2 hours a day, twice weekly for 6 weeks. The U.S. Department of Agriculture Graduate School conducted the program. A 6-month followup session is planned. Based on experience gained from this pilot project, future sessions will be planned.

Legal authorization.—Title 5, United States Code (GETA—Public Law 85-507, July 7, 1958).

Obligations, fiscal year 1967.—\$900 per class.

D. ECONOMIC DEVELOPMENT ADMINISTRATION

1. TRAINING PROGRAM FOR THE UNEMPLOYED AND UNDEREMPLOYED IN ECONOMIC DEVELOPMENT AREAS

Purpose.—The purpose of this program is to provide clerical, mechanical, and vocational training and financial assistance to unemployed and underemployed persons in those areas of the United States designated by the Secretary of Commerce as redevelopment areas.

History and description.—The Area Redevelopment Act of 1961 defined redevelopment areas and provided authority for training the unemployed and underemployed persons in those sections of the Nation where unemployment has been unusually high over a given number of years and where the median family income has lagged considerably behind the national median family income.

The Manpower Development and Training Act of 1962 gave the Federal Government a broad mandate to develop and apply the information and methods needed to deal with the problems of unemployment resulting from automation and technological changes and other types of persistent unemployment. The act gave the Secretary

of Labor responsibility for determining the skill requirements of the economy and for promoting and encouraging the development of broad and diversified training programs, including on-the-job training for those who needed it to qualify for full-time employment and also to equip the Nation's workers with new and improved skills that are or will be required. Whenever appropriate, the act directed the Secretary of Labor to coordinate and provide for combinations of programs to be pursued concurrently or sequentially, under this act with programs under other Federal acts. Title II, part C, redevelopment areas of the act, gave the Secretaries of Labor and Health, Education, and Welfare authority to provide a supplementary program of training and training allowances in consultation with the Secretary of Commerce for unemployed and underemployed persons residing in areas designated as redevelopment areas by the Secretary of Commerce under the Area Redevelopment Act or subsequent legislation authorizing such designations.

The Public Works and Economic Development Act of 1965 continued the designation of redevelopment areas and gave the Secretary of Commerce the authority to establish and conduct a continuing program of training in cooperation with other agencies having similar functions.

This training program implements the Manpower Development and Training Act in those parts of the Nation designated as redevelopment areas under the Public Works and Economic Development Act.

Three types of training are provided under the program: institutional projects, and experimental, and demonstration projects. Institutional training represents the bulk of training activity. Major occupational groups trained under the program include mechanical and other skilled trades, semiskilled trades in machine operation, clerical and sales occupations, and nursing and mechanical drawing occupations.

State employment services determine from employers skills that are in demand and organize committees composed of employers and union officials for the purpose of developing training courses. Training courses vary widely in content and length. Teachers must be certified by the State as to their competency.

Students have full instructional costs paid for them. They also receive a stipend, and if they must live away from home during the period of training, they receive a living allowance. They receive unemployment insurance payments in accordance with the benefit provisions of their State.

Legal authority.—Title II of the Manpower Development and Training Act of 1962, part C—Redevelopment areas, section 241 and title III of the Public Works and Economic Development Act of 1965, section 301(c).

Obligations, fiscal year 1967.—Expenses for salaries of the training staff of the Economic Development Administration, Department of Commerce were approximately \$42,000. The training program itself was funded with \$27 million from appropriations allocated by the Congress to the Secretary of Labor for this program.

E. OFFICE OF STATE TECHNICAL SERVICES

1. STATE TECHNICAL SERVICES EDUCATIONAL GRANTS PROGRAM

Purpose.—The purpose of this program is to provide incentives and support for the States in the establishment and maintenance of State and interstate technical service activities designed to achieve a wider diffusion and a more effective application of science and technology in business, commerce, and industry.

History and description.—In his Economic Report of 1964, the President stated that the Federal Government "should join with private business and our universities in speeding the development and spread of new technology," and he directed the Secretary of Commerce to explore new ways of accomplishing these goals. The State Technical Services Act, having such aims, was approved by the President on September 14, 1965.

The Office of State Technical Services provides grants to States and to agencies designated by State Governors as administrators to enable suitable institutions to sponsor industrial workshops, seminars, training programs, extension courses, demonstration, and field visits designed to encourage the more effective application of scientific and engineering information. Through educational grants, the program aims at (1) correcting unfavorable imbalances in the U.S. economy caused by technological change, (2) reeducating workers displaced by technological change, and (3) preserving the economic hegemony of the United States in the world.

Legal authorization.—Public Law 89-182, the State Technical Services Act of 1965, enacted on September 14, 1965.

Obligations, fiscal year 1967.—Approximately \$400,000 in administrative expenses was spent for all programs administered by the Office. An indeterminate portion of this sum can be attributed to the cost of administering educational grants. Operating funds, in the form of grants provided for seminars, courses, and conferences, amounted to over \$1,280,000. An indeterminate amount of approximately \$2,100,000 was spent on grants covering information dissemination services, referral services, field services, and demonstrations.

F. ENVIRONMENTAL SCIENCE SERVICES ADMINISTRATION (ESSA)

1. ESSA PERSONNEL TRAINING

Purpose.—This training provides employees assistance where needed in the development of knowledge and skills in order that official duties may be performed with maximum proficiency.

History and description.—Since the Environmental Science Services Administration was formed in 1965, there has been a concerted effort to provide the quantity and quality of training needed. The training has been escalating in step with the tremendous strides made in the environmental sciences.

Because ESSA's functions are varied, its training program has many parts. During the fiscal year 1967 schools operated included the Junior Officer Training School, Norfolk, Va., which graduated 56 commissioned officers; the National Meteorological Maintenance Training Center, Kansas City, Mo., attended by 274 electronic technicians; the

Satellite Triangulation School, Beltsville, Md., where 30 employees learned the latest techniques in the then new field of satellite triangulation.

In anticipation of future programs and staffing needs, ESSA sent 64 employees to attend 30 different universities in this country and overseas on a full-time basis. They participated in graduat-level specialization in meteorology, oceanography, physics, photogrammetry, geodesy, seismology, geology, management, and administration.

Some of the more important training efforts to combat technological obsolescence include the modern developments in meteorology course at the University of Michigan attended by 24 meteorologists; the radar meteorology course at the University of Miami for 40 employees; the agriculture meteorology course at Rutgers University attended by nine employees; the course in oceanography at the University of Washington for officers assigned to oceanographic duties aboard C. & G.S. ships; and the modern forecaster techniques course at weather bureau headquarters, Silver Spring, Md., attended by 28 employees.

Examples of in-house training include course work for quarter-master surveyors, yeomen, supervisors, river forecasters, management interns, public service forecasters, and electronic technicians.

Several programs were initiated and expanded to provide training for the disadvantaged.

Legal authorization.—The annual appropriation act, and the Government Employees Training Act, Public Law 85-507, July 7, 1958.

Obligations, fiscal year 1967.—Obligations for training outside the agency amounted to \$425,698 which included tuition and related fees, transportation and per diem.

2. TRAINING OF FOREIGN NATIONALS

Purpose.—The purpose of this program is to provide scientific and technical cooperation to the developing countries which are eligible for participant and fellowship training under the auspices of the sponsors of international training activities.

History and description.—The long history of foreign national training in the various environmental sciences by the bureaus that were consolidated to form ESSA in 1965 has been continued.

The programs offered include an interchange of techniques, operational methods, instrumentation, and inservice training on office and field activities. Special university academic training may be provided by contract.

Legal authorization.—31 U.S.C. 686, Economy Act of 1932; 49 U.S.C. 1154, International Aviation Act; 33 U.S.C. 883e, August 6, 1947 (cooperative agreements for surveys and investigations); 15 U.S.C. 271-278e (pertaining to electromagnetic propagation phenomena); and the Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—Operating, \$30,000; administrative, \$60,000.

3. RESEARCH IN COOPERATION WITH INSTITUTIONS OF HIGHER EDUCATION

Purpose.—The purpose of this research is to promote and develop the environmental sciences, especially meteorology, oceanography, geodesy, seismology, and aeronomy.

History and description.—Many of the research activities have been sponsored for many decades by the various bureaus which were consolidated into the Environmental Science Services Administration in 1965. These activities and others were supported in the fiscal year 1967 by ESSA's regular appropriations. This program of sponsored research, conducted under grants and contracts with universities, indirectly provides financial assistance to students who are employed as research assistants on these projects.

Legal authorization.—General authorization in the annual appropriation act.

Obligation, fiscal year 1967.—Contracts and grants to universities, \$2,930,000.

G. NATIONAL BUREAU OF STANDARDS (NBS)

1. OPERATION OF THE NATIONAL BUREAU OF STANDARDS GRADUATE SCHOOL

Purpose.—The purpose of the graduate school is to provide professional advancement of technical personnel and to give credits toward advanced degrees through courses in cooperation with local universities, job training inservice courses, seminars, lectures, research fellowships, and postdoctoral associateship.

History and description.—In 1908 the National Bureau of Standards began out-of-hours courses to provide scientific education and credits toward advanced degrees. More than 342 advanced degrees have been conferred as a result of educational work at the Bureau. The university-cosponsored, tuition-supported courses are open to any American citizen. In 1949 the Bureau initiated a plan for cosponsoring residence courses with local universities.

In-hours courses covering specialized job training, which began in 1945, are available to employees of other Government agencies as well as personnel of the National Bureau of Standards. A reading laboratory was established in 1953. General staff and professional meetings and seminars have been held regularly for many years. The research fellowship plan was established in 1950 and postdoctoral research associateships in 1955. The courses are accepted by the Civil Service Commission for examination and qualification purposes.

In 1954 the graduate school program was extended to cover the employees at the NBS Laboratories in Boulder, Colo. The school is administered by a graduate school committee appointed from senior staff members of the Boulder Laboratories.

Legal authorization.—Title 5 United States Code (formerly Government Employees Training Act, Public Law 85-507).

Obligations, fiscal year 1967.—Operating (estimated), \$6,500; administrative (estimated), \$10,000 (Washington); operating (estimated), \$10,000; administrative (estimated) \$3,000 (Boulder, Colo.). In the Washington area in addition to the estimated \$6,500 financed

from Government funds, operating costs include approximately \$10,000 spent by participating universities for salaries of instructors. These costs are recovered by the universities through the receipt of tuition fees. The estimated administrative cost listed above is all financed from Government funds.

2. SUPPORT OF POSTDOCTORAL RESEARCH ASSOCIATESHIPS

Purpose.—The purpose of the postdoctoral research associateships is to provide young investigators of unusual ability and promise an opportunity for basic research in various branches of the physical and mathematical sciences in association with senior members of the National Bureau of Standards staff.

History and description.—In 1955, the National Bureau of Standards was enabled by the Civil Service Commission to support up to 10 postdoctoral research associateships each year in chemistry, mathematics, physics, engineering, and allied fields. This number was increased to 20 in 1959.

The associateship awards are made from nominees selected in a nationwide competition by the National Academy of Science—National Research Council. At the time of this writing 27 research associates have entered on duty. The associateships are tenable for 1 year, with a provision that permits extension for 1 more year of research.

Legal authorization.—Excepted positions, schedule A, Civil Service Commission.

Obligations, fiscal year 1967.—Operating, \$652,760; administrative, \$4,500.

3. RESEARCH AND TRAINING FOR FOREIGN NATIONALS

Purposes.—The purpose of this program is to provide training and research opportunities for foreign scientists and technicians, and consultation with visiting experts.

History and description.—For many years the National Bureau of Standards has served as host to distinguished foreign scientists. The Bureau's International Relations Office was established in 1946. In fiscal 1967 the Bureau entertained for visits of a day or two approximately 600 foreign scientists from 37 countries and 19 guest workers from 10 foreign countries for periods ranging from 3 months to 2 years. The guest workers receive financial support from their own governments or scientific institutions or universities with which they are affiliated. They work side by side with the Bureau scientists.

Also in 1967 the Bureau was host to five trainees for periods of 6 weeks to 1 year from three foreign countries. The trainees are sponsored by the Department of State, the United Nations, or their own governments and are awarded grants for maintenance and training costs. They are trained and supervised in their particular fields by Bureau experts.

A United States-Italian agreement for a cooperative program in science was signed on June 19, 1967. The agreement was the culmination of discussions initiated by Italian officials whereby measures would be taken to enhance Italian and American scientists' opportunities to work together on the frontiers of science. Within the framework of the agreement, the National Bureau of Standards has established one proj-

ect with the University of Bari and is preparing another project for cooperative work between the Bureau and Frascati National Laboratory.

Legal authorization.—Acts of Congress, March 4, 1913 (37 Stat. 736, 5 U.S.C. 611); March 3, 1901 (31 Stat. 1419, 15 U.S.C. 271); Public Law 619, 81st Congress; Public Law 27, 47th Congress (Stat. 1, p. 395, 1892-1901, p. 1532); Public Law 402, 80th Congress; the Economic Cooperation Act of 1948, as amended, Public Law 472, 80th Congress; Foreign Economic Assistance Act, as amended, Public Law 535, 81st Congress; and Mutual Security Act of 1954, as amended, Public Law 138, 84th Congress.

Obligations, fiscal year 1967.—Operating, \$7,300; administrative, \$1,500. Funds received from State Department, Mutual Security Act of 1967 Appropriations, Public Law 85-853, 85th Congress.

H. PATENT OFFICE

1. INITIAL TRAINING IN PATENT EXAMINING PROCEDURE

Purpose.—The purpose of this program is to provide inservice training for newly recruited scientists and engineers so as to enable each trainee to achieve an optimum stage of productivity in patent examining, in the least time possible.

History and description.—Formal training of all new patent examiners has been conducted in the Patent Office since 1946. Prior to that time, new patent examiners had been assigned directly to an examining unit and given on-the-job training for varying periods of time.

The present 80-hour initial patent examiner training course is designed to provide the trainee with an intensive indoctrination into scientific and legal terminology peculiar to patent practice, a working knowledge and practice in the use of reference material, manuals and other tools essential to competent patent examination, and practice in the examination and prosecution of patent applications.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—The operating expenses consisted chiefly of the salaries paid to the trainees during their attendance in the program, and amounted to approximately \$49,500. Similarly, the administrative expenses consisted chiefly of salaries paid to the instructors, and this amounted to approximately \$17,500.

2. FINAL INDOCTRINATION TRAINING FOR PATENT EXAMINERS

Purpose.—The purpose of this program is to instruct patent examiners in the more complex and advanced phases of patent examining practice, such as the technical and legal concepts with which the patent examiner must become familiar before he can perform the duties of his position without close supervision and constant review of his work product.

History and description.—This program supplanted in 1963 a program of lectures on advance patent examining practice which was begun in 1949. At present, after a period of 4 to 6 months on-the-job training, all patent examiners are enrolled in this 80-hour program, which is conducted half-days for a period of 4 weeks. The training

consists of lectures, case studies, and classroom discussion, to cover virtually all of the aspects of advanced technical and legal patent practice that are encountered by a journeyman patent examiner.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: the operating costs consisted chiefly of the salaries paid to the trainees in the program, which amounted to approximately \$47,000. Administrative: The direct administrative expenses of this program consisted chiefly of the salaries of the lecturers and instructors, and this amounted to approximately \$12,500.

3. BASIC ELECTRICAL ENGINEERING COURSE

Purpose.—The purpose of this course is to provide formal inservice training in the basic concepts and principles of electrical engineering.

History and description.—The continuing replacement of manual controls and processes with those involving electrical or electronic circuitry, as represented in applications for patents in the mechanical and chemical arts, led to the development in 1959 of a course in basic electrical engineering. This course was designed mainly for nonelectrical engineering (degree) examiners and those who needed to update their knowledge in the field. The courses, offered periodically as the need for group training arises, consist of 60 hours of lecture, discussion and demonstration on such topics as: basic electrical components, e.g., conductors, resistors, and vacuum tubes; electric circuit laws, electronics, including photocells, pulse generators and rectifiers; electrical measuring instruments; dynamoelectric machines and their controls; and complex electrical circuitry.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consisted chiefly of salaries paid to participants in the program, and this amounted to approximately \$14,500. The direct administrative expenses of the program consisted chiefly of the salary of the instructors, and this amounted to approximately \$1,450.

4. EFFECTIVE SUPERVISION AND PERFORMANCE

Purpose.—The purpose of this activity is to provide formal inservice training in modern concepts of effective supervision.

History and description.—A formal course in human relations was developed and offered early in 1959 as a means of improving supervisory skill and practices. An outgrowth of this program was the development in 1965 of the present supervisory training program. This program consists of 50 hours of classroom discussion and study, and is given periodically throughout the year. Participants analyze, through discussion and role-play, the application of the concepts to practical supervisory and problem situations.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consisted chiefly of salaries paid to participants in the program, and this amounted to approximately \$7,435. The direct administrative costs

of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$897.

5. BASIC TYPING SKILLS TRAINING

Purpose.—The purpose of this program is to provide formal typing skills training for nontypists, mainly for those in the lower grade levels and in positions which lack avenues of advancement.

History and description.—In accordance with Government-wide programs and directives to agencies to provide their unskilled and underprivileged employees with basic skills training, the Patent Office periodically provides basic typing skills and techniques. Ample practice material is presented after each group of keys is introduced so that participants have an opportunity to develop a confident skill level before additional keys are presented.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consisted chiefly of salaries paid to participants in the program, and this amounted to approximately \$1,558. The direct administrative costs of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$274.

6. REFRESHER TYPING SKILLS TRAINING

Purpose.—The purpose of this training is to provide clerical-typist employees with classroom training and practice in order to increase their typing proficiency.

History and description.—This program has been provided for employees on a continuing basis. The training consists of about 15 hours of instruction and practice, which includes drills for accuracy development and speed building, with special stress on typing numbers by touch, and proper care of the typewriter.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consisted chiefly of salaries paid to the trainees in the program, and this amounted to approximately \$3,713. The direct administrative costs of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$430, for the time spent in this activity.

7. REVIEW OF SHORTHAND TRAINING

Purpose.—The purpose of this training is to improve the employee's knowledge of shorthand as well as increase dictation and transcription speed.

History and description.—This program was developed in 1960 for training of stenographers who have had limited experience in dictation and transcription. It is given periodically throughout the year and consists of 36 hours of formal classroom instruction which includes a review of Gregg shorthand theory, exercises in brief forms, word beginnings and endings, and phrasing techniques.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consist chiefly of salaries paid to participants in the program, and this amounted to approximately \$1,176. The direct administrative expenses of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$140 for the time spent in this activity.

8. AMENDMENT AND ISSUE TRAINING

Purpose.—The purpose of this program is to provide training in the clerical practices, procedures, and techniques used in entering amendments and revising issues.

History and description.—This program is a specialized part of the docket clerks' training class which was developed in 1947. This course, which is offered periodically, consists of 40 hours of classroom instruction and practice in entering amendments to the specification and claims of actual patent applications and revising applications for issue by thoroughly reviewing the actual applications to make certain that they meet all formal requirements of the rules of practice of the Patent Office.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consist chiefly of salaries paid to the trainees in the program, and this amounted to approximately \$2,796 for their time. The direct administrative costs of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$256 for the time spent in this activity.

9. TELEPHONE TECHNIQUES (RECEPTIONIST) TRAINING

Purpose.—The purpose of this program is to develop personality, assurance, and efficiency in the handling of office callers and telephone calls.

History and description.—This program was developed in 1962 as a part of the clerical training program for new employees. It is designed to focus attention upon the importance of impressions given by people acting in a receptionist's capacity. This 5-hour program is given periodically throughout the year.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consist chiefly of salaries paid to participants in the program, and this amounted to approximately \$296 for their time. The direct administrative expenses of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$40 for the time spent in this activity.

10. ENGLISH 2600 (PROGRAMED INSTRUCTION)

Purpose.—The purpose of this instruction is to provide guidance to employees in both their oral and written use of the English language through a review of the basic principles of current American usage.

History and description.—In accordance with Government-wide programs and directives to agencies to provide their unskilled and

"underprivileged" employees with basic communication skills training, the Patent Office periodically provides the English 2600 (programmed instruction) course. This course consists of a review of English grammar and usage.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating: The operating costs consisted chiefly of salaries paid to the trainees in the program, and this amounted to approximately \$1,118 for their time. The direct administrative costs of the program consisted chiefly of the salary of the instructor, and this amounted to approximately \$158 for the time spent in this activity.

11. READING IMPROVEMENT TRAINING

Purpose.—The purpose of this training is to provide employees whose work involves a substantial amount of daily reading an opportunity to increase both their speed of reading and comprehension.

History and description.—This reading improvement program was developed in the early 1950's by the Department of Commerce and was periodically conducted on an intrabureau basis. In 1959, the Patent Office assumed responsibility for administering and conducting the 30-hour reading improvement program. This program places primary emphasis on the development of reading skill as a basic communication tool.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1967.—Operating costs were approximately \$5,515 chiefly for salaries of the trainees. The administrative expense was \$478 chiefly for the instructor's salary for the time spent in this activity.

I. BUREAU OF THE CENSUS

1. TRAINING IN ELECTRONIC DATA PROCESSING

Purpose.—The purpose of this activity is to develop the skills of digital computer personnel to enable them to arrange, operate, maintain, and expand the usefulness of the Bureau's computers and auxiliary equipment.

History and description.—The Bureau of the Census first used a large-scale electronic computer for processing statistical data for the 1950 census. In 1951, the first Univac I was placed in Philadelphia for this purpose. Later it was moved to Washington and became the starting point for the electronic data processing system now used in the Bureau. Early training was given in all major areas—programing, operating, and maintenance. Later on as new equipment was developed and older equipment modified, computer personnel were brought up to date on their specialties. In February 1958, a Univac Scientific 1103A computer system was installed, followed by the transition in early 1959 to the 1105. From late 1959 through July 1967, two Univac Scientific 1107's and one Univac Scientific 1108 were installed. These changes as well as the development of Bureau equipment brought about an increased need for training new personnel and updating the skills of other employees in the computer field.

Courses now range in length from 2-hour advance programmer seminars to 340-hour basic programmer training. The establishment of the Systems division and the processing division in April 1966 reflects the increasing use of electronic data processing in the Census Bureau.

Legal authorization.—Public Law 507 (85th Cong.).

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, \$72,000.

2. CENSUS AND STATISTICAL TRAINING FOR FOREIGN NATIONALS

Purpose.—The purpose of this activity is to train census and statistical officers and technicians of foreign governments in census methods and procedures, survey techniques, statistical compilation and publication, and administration of statistical programs, with special emphasis on the securing of basic statistical data for underdeveloped areas.

History and description.—Beginning in 1940 statistical agencies of the U.S. Government undertook cooperative programs under Public Laws 63 and 355 (76th Cong.) and later under Public Law 402 (80th Cong.) for the purpose of assisting other American Republics in improving their statistical data. In the beginning years the Bureau of the Census on an informal basis arranged for the loan of its experts to statistical offices of other American Republics and trained responsible officials of those countries in the statistical techniques used by the Bureau of the Census.

In 1946 a specialized training program for foreign participants was initiated on a continuing basis under the Interdepartmental Committee for Scientific and Cultural Cooperation of the U.S. Department of State, and has been continued under the various U.S. agencies which have sponsored technical cooperation.

Currently the Bureau of the Census conducts technical and special workshop training programs for foreign technicians in census and other statistical procedures. The Census Bureau also places foreign statisticians at universities for specialized undergraduate or graduate studies. This training facility is sponsored and financed principally by the Agency for International Development, although participants are also received under State Department (IES), United Nations, and other technical assistance auspices.

Technical training programs are designed to provide instruction in the taking and processing of the various kinds of censuses, particularly those concerned with population, housing, agriculture, manufacturing, and business. Training is also arranged in such areas as current population surveys, foreign trade statistics, sampling, systems analysis, and data processing. A number of the training participants are also enrolled for one or two evening courses in universities in the Washington area.

The Bureau accepts qualified foreign technicians who have been awarded training grants by various types of sponsors for periods of varying length, usually not exceeding 1 year of actual study and experience in the United States.

Legal authorization.—Title 22 United States Code 1892.

Obligations, fiscal year 1967.—All funds expended for this purpose are provided by the various training program sponsors, principally the Agency for International Development.

J. OFFICE OF BUSINESS ECONOMICS

1. TRAINING OF FOREIGN RESEARCH TECHNICIANS

Purpose.—The purpose of this activity is the dissemination among foreign research technicians of understanding of the uses, concepts, and techniques of research in national economic accounting.

History and description.—This activity was first undertaken in the fiscal year 1947 as part of an interdepartmental program of technical cooperation with the other American Republics financed through the Department of State. A consultant was sent to South America, and training grants were awarded to nationals of four countries. Under Public Law 402 of the 80th Congress, the activity was extended to provide training also for technicians from Eastern Hemisphere countries.

Training is carried on through regular lectures by staff specialists, by individual conferences, by practice research projects, and the drafting of written conclusions on questions expected to arise in the participants' future work, and by visits to other research agencies and consultations with their staffs.

Legal authorization.—Public Law 402, 80th Congress (62 Stat. 6); Public Law 535, 81st Congress (54 Stat. 205).

Obligations, fiscal year 1967.—Operating, approximately \$2,000; administrative, approximately \$31,000 for salaries.

K. MARITIME ADMINISTRATION

1. OPERATION OF THE U.S. MERCHANT MARINE ACADEMY

Purpose.—The Maritime Administration operates the Merchant Marine Academy for the purpose of training young high school graduates to become licensed officers in the U.S. merchant marine fleet.

History and description.—The U.S. Merchant Marine Cadet Corps program had its full inception in 1942, although sporadic cadet training had been offered since 1938, with the following facilities in operation: The Merchant Marine Academy at Kings Point, N.Y., the cadet schools at San Mateo, Calif., and Pass Christian, Miss., and cadet supervisory offices at other locations. During the war years the program operated with a maximum cadet complement in training of 3,500 men. With the cessation of hostilities the program was reduced to a peacetime level by the closing of the school at San Mateo in 1947 and the school at Pass Christian in 1950.

The U.S. Merchant Marine Academy at Kings Point continued in operation with a reduced enrollment of an approximate intake of 320 cadets, producing approximately 200 officer graduates yearly. Under the provisions of Public Law 415, 84th Congress, the Academy was made a permanent institution similar to the other regular service academies.

Application for appointment as a cadet may be made by any citizen of the United States who has reached the age of 17 but who has not passed his 22d birthday and who is a graduate of a high school or the equivalent. Selection is made by congressional nomination and competitive examination.

Training is through a 4-year college-level course leading to the degree of bachelor of science upon graduation. Graduates receive U.S. merchant marine officer licenses, issued by the U.S. Coast Guard, as

third mates or third assistant engineers of ocean ships; they also receive commissions as ensigns in the U.S. Naval Reserve, if qualified.

Legal Authorization.—Merchant Marine Act of 1936, as amended (49 Stat. 1985, U.S.C. title 46), Public Law 415, 84th Congress, and Public Law 93, 87th Congress.

Obligations, fiscal year 1967.—Estimated \$4,470,000 from annual appropriation for maritime training, maritime activities: Operating, \$4,187,000; administrative \$33,900 and library \$250,000.

2. TRAINING OF CADETS FROM OTHER AMERICAN REPUBLICS

Purpose.—The purpose of this training is to prepare certain young men from other American republics to become officers in the merchant fleets of their respective countries.

History and description.—The training of nationals of other American republics had its inception under the provisions of Public Law 701, 79th Congress, approved August 9, 1946. The Maritime Administration provides the course of instruction at the U.S. Merchant Marine Academy to not more than 12 persons at a time from American republics other than the United States. Since the program's inception in 1946, there have been 26 foreign students enrolled. Sixteen have graduated.

Students under this program pursue the regular 4-year college course at the Academy leading to the bachelor of science degree and a license as a deck or engine officer in the respective country's merchant marine. The students admitted to the Academy under this act receive the same instructions, allowances, and emoluments and abide by the same rules and regulations governing admission, attendance, discipline, resignation, discharge, and graduation as their U.S. contemporaries. However, they are not entitled to any office or position in the U.S. Merchant Marine by reason of their graduation from the Academy. The students enrolled in this program are cleared by the Department of State both from a security and an educational standpoint. There are no students at the Academy at the present time under this program.

Legal authorization.—Public Law 701, 79th Congress, approved August 9, 1946.

Obligations, fiscal year 1967.—There is no separate obligation for this program. The cost of the program is absorbed under the regular appropriations for the U.S. Merchant Marine Academy for the training of the U.S. citizens.

3. TRAINING AT STATE MARINE SCHOOLS (DEGREE-GRANTING)

Purpose.—The purpose of this training is to enable young high school graduates to become officers in the U.S. merchant marine fleet.

History and description.—State marine (or nautical) school training has a long history dating back to the opening of State schools in New York in 1874, Pennsylvania in 1889, Massachusetts in 1893, California in 1931, Maine in 1941, and Texas in 1962. The Pennsylvania school was closed in 1947. Federal supervision of and assistance to State schools had its inception in an act of March 4, 1911, which provided for certain annual grants and cadet expense allowances. Existing legislation in the form of Public Law 672, 85th Congress, enacted on

August 18, 1958, authorizes Federal grants of \$75,000 per year per school agreeing to admit out-of-State students, or grants of \$25,000 per year per school if out-of-State students are not admitted, conditioned on State appropriations of at least like amounts. Also, Federal funds of varying amounts are provided for the maintenance and repair of training vessels loaned by the United States to the State schools. In addition, Federal funds are provided for cadet assistance not to exceed \$600 per cadet per academic year.

Training is through 3- and 4-year courses leading to graduation with graduates receiving U.S. merchant marine officer licenses. They receive a bachelor's degree if authorized by the State. They also receive commissions as ensigns in the U.S. Naval Reserve, if qualified.

At the time of this writing total continuing cadet complements are fixed at approximately 1,500 per year, which will produce approximately 350 graduates annually.

Legal authorization.—Public Law 672, 85th Congress, approved August 18, 1958.

Obligations, fiscal year 1967.—\$1,275,000 from annual appropriations for State marine schools, maritime activities: Operating \$1,275,000; administrative, none.

4. RADAR OBSERVER TRAINING

Purpose.—The purpose of this program is to give training in radar observation to American merchant marine desk officers, seamen preparing for their original deck officers' licenses, and others employed by Government agencies or steamship companies.

History and description.—The Maritime Administration's radar observer training school program was initiated as a result of an analysis made by the agency pursuant to the several recommendations of the "Safety of Life at Sea" study of the House Merchant Marine and Fisheries Committee (H.R. 2969, January 3, 1957). The several radar observer schools were opened as follows: Atlantic Coast District, New York, in November 1957; Pacific Coast District, San Francisco, Calif., in March 1958; and the Gulf Coast District, New Orleans, La., in July 1958.

The course of instruction covers radar fundamentals, operation and use, and the interpretation and analysis of radar information.

Legal authorization.—Merchant Marine Act, 1936, as amended (49 Stat. 1985, U.S.C. title 46).

Obligations, fiscal year 1967.—No specific appropriations are provided for this program. The cost of the program is absorbed within available funds of the agency, under the annual appropriation for salaries and expenses, maritime activities. The estimated cost for the program in fiscal year 1967 was: Operating, \$54,000; administrative, none.

5. TRAINING OF FOREIGN NATIONALS

Purpose.—The purpose of this program is to provide technical training to foreign nationals in the major fields of marine transportation.

History and description.—The Maritime Administration's training activities in connection with the international cooperation program of the Government was instituted in 1949 and was, until the spring of

1953, intermittent and covered relatively few areas of the marine transportation field. Commencing in the spring of 1953, the activity was expanded until at present, trainees are accepted in such fields as steamship company management; port and terminal operations and administration; ship construction, repair and maintenance; stevedoring; inland waterways operation; marine insurance; marine engineering; naval architecture; and port engineering.

Trainees are selected by their respective foreign countries, and requests for their training are submitted to the Maritime Administration by the Agency for International Development and by the International Educational Exchange Service of the State Department, the latter agency handling United Nations and some privately financed trainees. The Maritime Administration formulates a suitable plan of instruction and provides certain kinds of instruction.

There are presently being administered full training programs for about 20 persons from about eight countries per year.

Legal authorization.—Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—Operating, \$70,000; administrative, \$20,000, all reimbursed by AID.

6. TRAINING PROGRAM FOR MARINE ENGINEERS AND NAVAL ARCHITECTS

Purpose.—The purpose of this program is to develop a well-trained staff of marine engineers and naval architects equipped to effectively discharge the duties of their positions.

History and description.—The Maritime Administration instituted its training program for marine engineers and naval architects in July 1955. The program, available to selected recent graduates of accredited colleges and universities, is of at least 30 months duration. The training is divided into the following phases: (1) 6 months of duty at a shipyard, (2) 6 months of training aboard an oceangoing ship, (3) at least 9 months on-the-job training in Washington, D.C., and (4) following these phases, a possible assignment for a year of academic graduate study at a selected university. Since the inception of this program, 42 persons have been employed by the Maritime Administration under this program.

Legal authorization.—Government Employees Training Act of July 7, 1958, and section 201(e), Merchant Marine Act, 1936, as amended.

Obligations, fiscal year 1967.—Estimated \$3,000 administrative expenses, ship construction program.

7. NUCLEAR MERCHANT SHIP PROPULSION REACTOR OPERATOR TRAINING PROGRAM

Purpose.—The purpose of the activity is to provide unique specialized training of merchant marine officers to operate the NS *Savannah*, the world's first nuclear merchant ship.

History and description.—The NS *Savannah* was authorized to be constructed under the joint supervision of the Maritime Administration and Atomic Energy Commission by provisions of Public Law 848, 84th Congress.

The academic phase of instruction, a period of 4 to 5 months, is conducted at the U.S. Merchant Marine Academy at Kings Point. The

courses of instruction provide the participants with a background in nuclear science, and with a detailed knowledge of the NS *Savannah* nuclear propulsion system. The shipboard phase of instruction, a period of 4 to 5 months, is conducted aboard the NS *Savannah* under the guidance of an experienced training officer. This phase of the program consists of classroom review of academic subjects, shipboard familiarization, and operational practices.

Reactor operator license examinations are given by the Atomic Energy Commission after the reactor operator trainees complete their training. After 6 months' experience as a reactor operator, an engineer with a second engineer's license or higher may be qualified to take the senior reactor operator's license examination given by the AEC. Upon successful completion and receiving his senior reactor operator license, this man is considered qualified to be in charge of the engineroom watch at sea.

Shipboard training is also conducted aboard the *Savannah* for deck officer trainees for a period of two voyages or approximately 4 months under the guidance of the training officer and chief officer. Upon successful completion of the shipboard training, the trainee is certified as qualified to be in charge of a deck watch by the ship's master. Additional specialized training is also conducted both aboard the *Savannah* and ashore in certain areas.

Legal authorization.—Public Law 848, 84th Congress, approved July 30, 1956.

Obligations, fiscal year 1967.—Funds for the training program are provided from appropriations for the Department of Commerce, Maritime Administration, Office of Research and Development, nuclear program. This program has required funds of approximately \$300,000 per year since it was initiated in 1958.

CHAPTER 13. PROGRAMS OF THE DEPARTMENT OF LABOR

A. INTRODUCTION AND SUMMARY

The Department of Labor conducts a wide variety of educational and training activities directly related to its statutory purpose: "To foster, promote, and develop the welfare of wage earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment." These activities are (1) promoting, regulating, and contracting for or carrying out manpower development, work experience, apprenticeship, and occupational training programs for the unemployed, underemployed, and disadvantaged—including manpower research and experimental programs, and staff training and development assistance to State employment services—by the Manpower Administration; (2) conducting research and providing information on future occupational and industrial manpower requirements and resources; (3) training State safety inspectors and safety training of union representatives, representatives of Federal and State agencies, and maritime personnel by the Bureau of Labor Standards; (4) cooperating with other Federal agencies in providing programs of training and instruction for various foreign nationals who are actively or specially interested in labor affairs through the Bureau of International Labor Affairs; (5) promoting educational and vocational training opportunities and counseling and guidance services for girls and women by the Women's Bureau; and (6) inservice training for employees of the Department.

The Manpower Administration—through its component bureaus of the Bureau of Apprenticeship and Training (BAT), the Bureau of Employment Security (BES), and its nationwide network of affiliated State employment services, and the Bureau of Work Programs (BWP)—is responsible for programs of manpower training, research, and employment assistance within the Department which assist unemployed and underemployed workers—including disadvantaged groups and the hard-core unemployed—in qualifying for and finding useful and productive employment. The programs are varied, and include a concentrated employment program in selected cities to bring all available community resources together to attack joblessness and poverty, manpower training under the Manpower Development and Training Act, work experience and training programs under the Economic Opportunity Act, development of apprenticeship and industrial training, research into manpower needs and problems, and assisting State employment security agencies in developing improved programs and policies for staff training.

The Bureau of Labor Statistics, through its occupational outlook program, provides persons choosing a career with research findings about the Nation's future occupational and industrial manpower requirements and resources.

Training programs of the Bureau of Labor Standards relate to occupational safety and labor standards. Safety training involves persons in manufacturing, construction, trades and services, and government at all levels. The Bureau covers a variety of safety subjects in seminars ranging from 6 to 30 hours in duration. Participants include State factory inspectors, company supervisors, labor union representatives, and supervisory and safety personnel from government. Specialized programs are offered for maritime supervisors and workers. Training programs for labor standards investigators cover wage, hour, and child labor standards. Courses are tailored to the needs of each group and range from 4 to 30 hours.

Programs relating to the training and instruction of foreign nationals fall generally into two categories: Technical cooperation activities, carried out principally under agreement with the Agency for International Development, and educational exchange activities carried out under agreement with the Educational Exchange Service of the Department of State. Technical cooperation programs are directed toward the general objective of developing and strengthening free and democratic labor organizations and governmental labor agencies, improving labor-management relations, and increasing labor and industrial activity.

General direction and coordination of the activities of the Department are centered in the Bureau of International Labor Affairs, with specific programs arranged for and provided by the Trade Union Programs Division of the office and by various bureaus of the Department. As distinguished from technical cooperation activities, educational exchange activities of the Department are designed to provide participants with broader cultural programs related to the life and geography of the country while also providing them an opportunity to follow interests in their particular technical fields. Most visitors referred to the Department in connection with educational exchange activities are programmed through the Bureau of International Labor Affairs with assistance from the other bureaus of the Department.

The Women's Bureau promotes the welfare of women workers and the fuller utilization of womanpower, with special emphasis on educational and vocational training opportunities and on expanding counseling and guidance services for girls and women.

The Office of Employee Utilization and Development in the Office of the Assistant Secretary for Administration develops the policy for the training of departmental and field employees.

Total obligations for these programs for the fiscal year 1967, as reported by the Department of Labor, amounted to \$914,365,523.

B. MANPOWER ADMINISTRATION

1. TRAINING AND MANPOWER SERVICES UNDER THE CONCENTRATED EMPLOYMENT PROGRAM

Purpose.—The purpose of the concentrated employment program is to unify available Federal resources to help residents of rural and urban slums become self-sufficient.

History and description.—The above-stated purpose is carried out by improving and expanding on-going manpower and training programs and by actively involving business, labor, community, and public leadership in the creation of job opportunities for unemployed

and subemployed persons. In March 1967, the President directed the establishment of a special program, using all available resources, to provide concentrated assistance to the severely disadvantaged. The concentrated employment program, established within the Manpower Administration, cooperates with the Department of Health, Education, and Welfare and with the Office of Economic Opportunity to channel the program efforts of all three agencies in carrying out this attack on the problems of slum neighborhood residents. Contracting with community action agencies, the concentrated employment program utilizes resources of on-going manpower programs in large-scale efforts involving both the public and private sectors of the economy.

Legal authorization.—Manpower Administration Order No. 11-67; the Manpower Development and Training Act of 1962, as amended (42 U.S.C. 2571-2620); the Economic Opportunity Act of 1964, as amended (42 U.S.C. 2701 et seq.).

Obligations, fiscal year 1967.—\$98,444,000.

2. MANPOWER DEVELOPMENT AND TRAINING

Purpose.—The purpose of the training programs under the Manpower Development and Training Act is to assist unemployed and underemployed workers to acquire new skills or upgrade themselves so that they can find productive employment, and to assure that the Nation has a supply of trained workers to fill jobs in shortage occupations.

History and description.—The Manpower Development and Training Act (MDTA) was enacted in 1962. Later amendments to the act have adapted it to the changing manpower situation, broadening the scope and flexibility of its programs and allowing a greater emphasis on attacking the employment problems of the disadvantaged and hard-core "unemployables."

In addition to programs of manpower research and of experimentation and demonstration, which are discussed separately, the Manpower Administration administers two types of locally initiated training projects designed to meet local manpower needs—a program of institutional or classroom-type training projects through the Bureau of Employment Security and the network of affiliated State employment services in cooperation with the Department of Health, Education, and Welfare's Office of Education and State vocational education agencies, and a program of on-the-job training through the Bureau of Apprenticeship and Training.

Legal authorization.—The Manpower Development and Training Act of 1962, as amended (42 U.S.C. 2571-2620).

Obligations, fiscal year 1967.—Federal institutional training costs of \$220 million, including \$125.3 million for trainee allowance payments and \$94.7 million for training costs; for the on-the-job training program \$90.6 million. Obligations for other than skilled training totaled \$12.2 million. (Obligations above include MDTA portion of funds for the concentrated employment program.)

3. WORK EXPERIENCE AND TRAINING

Purpose.—The objective of the work experience and training programs is to offer poor adults and youth a new start in life, and to make possible significant new opportunities for effective manpower development and community improvement.

History and description.—Legislation authorizing these programs was enacted in section 2 of the Economic Opportunity Act of 1964, as amended.

Four separate work-training and job-creation programs authorized under the Economic Opportunity Act have been delegated to the Secretary of Labor from the Director, Office of Economic Opportunity. The programs are administered within the Manpower Administration by the Bureau of Work Programs.

The first of these, the Neighborhood Youth Corps, title I-B, was delegated to the Secretary upon enactment of the Economic Opportunity Act in 1964. The Neighborhood Youth Corps provides disadvantaged youth 14 through 21 years of age with full- or part-time work experience, basic education, counseling, and other supportive services. Such youth gain valuable work experience as aides to librarians, nurses, secretaries, landscapers, mechanics, welders, and social workers. They work in the countryside as well as in the cities. Preferred projects are those that offer enrollees the best chance to develop their occupational potential to the maximum.

The Neighborhood Youth Corps program has three major components: (1) The in-school program, designed to help youth from low-income families to stay in school; (2) the out-of-school program, designed to meet the objective of increased employability for the unemployed, low-income youth who are not in school, by providing the work experience, counseling, remedial education, and training that will result in their return to school; or for those youth for whom return to school is not feasible; (3) the summer program, designed to assist disadvantaged youth by encouraging them to maintain or resume their education, providing them with financial assistance, and enhancing their employment potential.

“Operation Mainstream” (title II, sec. 205(d)) was authorized by the Congress in 1965. Its goal is steady work, at decent pay, for poor adults of all ages with a history of chronic unemployment.

“New Careers” (title II, sec. 205(e)) was authorized by the Congress in 1966. It provides grants to or agreements (contracts) with any State or local agency or private organization to pay all or part of the costs of adult work-training employment programs for unemployed, low-income persons involving activities designed to improve the physical, social, economic, or cultural condition of the community or area served.

“Special Impact” (title I, pt. D) was authorized by the Congress in 1966. Its goal is to solve critical problems facing urban sectors with great concentrations of low-income residents. Project sponsors marshal all Federal and local resources to make sure that all who can benefit will receive training, and available services in education, health, and community planning. The projects concentrate on work training that results in improvements in the neighborhoods where participants live. Project sponsors recruit first the chronically unemployed who have no reasonable prospects for full-time employment or training assistance under other Federal programs.

Legal authorization.—The Economic Opportunity Act of 1964, as amended, Public Law 89-794, 42 U.S.C. 2701, et seq.

Obligations, fiscal year 1967.—Total obligations for fiscal year 1967 amounted to \$456,842,000. Program costs for the NYC in-school program amounted to \$68,118,000, the out-of-school program amounted to \$160,949,000, and \$133,358,000 for the summer program. Obligations for "Operation Mainstream" totaled \$23,728,000; for "New Careers," \$35,213,000; and for "Special Impact," \$24,407,000.

4. PROMOTION OF APPRENTICESHIP AND OTHER INDUSTRIAL TRAINING

Purpose.—The purpose of this training is to develop a skilled and versatile work force to meet present and future economic conditions, technological developments, and national emergencies; and to increase the job opportunities, earning ability, and security of the individual worker.

History and description.—In 1937 the Congress authorized the Secretary of Labor to conduct a formal program of apprenticeship with these objectives: To formulate and promote standards of apprenticeship; to bring together employers and labor to establish apprenticeship programs; to cooperate with State apprenticeship agencies in this undertaking; and also to cooperate with the U.S. Office of Education with respect to classroom instruction for apprentices in subjects related to the practical work in which they are trained on the job. A Federal Committee on Apprenticeship, which had been originally established in 1934, was reorganized and appointed by the Secretary of Labor as the national employer-labor policy-recommending body to the Bureau of Apprenticeship.

In December 1956, by General Order No. 91, the Secretary of Labor transferred the functions of the Bureau of Apprenticeship to the Bureau of Apprenticeship and Training. The words "and Training" emphasize the broad role in stimulating training of workers in industry, including journeyman training, supervisory training, and training in skilled occupations not considered as apprenticeable.

In promoting apprenticeship and other training, the Bureau works closely with management, labor unions, State apprenticeship agencies, the Department of Health, Education, and Welfare, State boards of education, local vocational educators, chambers of commerce, and other organizations interested in worker training.

Legal authorization.—Act of March 4, 1913 (5 U.S.C. 611); act of August 16, 1937 (29 U.S.C. 20).

Obligations, fiscal year 1967.—\$5,929,000.

5. EXPERIMENTAL AND DEMONSTRATION ACTIVITIES

Purpose.—This program is designed to improve the effectiveness of manpower development assistance through experimental and demonstration activities to develop and test new or alternative techniques and institutional arrangements (particularly for disadvantaged worker groups) and to encourage adoption of innovations of value. The program provides funds through contracts and grants to public and private agencies, which seek through actual project operation on a small-scale and short-term basis to explore the feasibility and measure the utility of new or possibly improved approaches, to provide specific

operating examples and guidelines as to the benefits and problems of new techniques, and to break ground on efforts to meet new or changed significant manpower development needs.

History and description.—The Manpower Development and Training Act (MDTA) was amended in 1965 to make explicit provision for the experimental and demonstration (E. & D.) program. Previously, special programs had been conducted with MDTA funds aimed at providing training and other related services to disadvantaged workers, especially youth. Altogether, a total of about 300 special and E. & D. projects have been contracted for, along with a number of special studies. Experience of E. & D. projects has helped shape amendments to MDTA and operating programs of manpower agencies.

Legal authorization.—Manpower Development and Training Act of 1962, as amended in 1965.

Obligation, fiscal year 1967.—\$14,988,520.

6. MANPOWER RESEARCH INVOLVING DIRECT EDUCATIONAL ACTIVITIES

Purpose.—The broad purpose of this program is to establish and conduct comprehensive research to develop the additional information and insight needed to guide effective improvement in manpower policies and programs.

History and description.—In 1962 the Office of Manpower Research was established in the new Office of Manpower, Automation and Training (later absorbed by the Manpower Administration.) Both staff research and contract research were first undertaken in late 1962. In April 1965, authority was also given for the support of research under grants, and three grant programs were established: (1) Dissertation grants, (2) postdoctoral research grants, and (3) manpower research institutional grants.

The research programs established in the Manpower Administration under the authority of the Manpower Development and Training Act of 1962, as amended, emphasize studies that can be applied directly to make manpower programs more effective or, with the approval of the Congress, to institute new programs where need is demonstrated. In these programs direct educational factors play an important role. One of the two small-grant programs supports doctoral candidates in the preparation of their dissertations on manpower subjects. The other small-grant program supports innovative and exploratory manpower research and the development of research designs by established scholars, and it, as well as the contract programs, provides a basis for training graduate students in manpower research through actual experience as research assistants on these projects. The manpower research institutional grant program is building research capabilities in seven colleges and universities under flexible grants which encourage each school to develop a program suited to its capabilities and its region. Activities of these schools during the first year of their programs included the undertaking of a number of research projects, awards of fellowships to graduate students, expansion of curriculums in the manpower area, and the conduct of workshops and seminars for students and faculty members of the grantee institutions and of other academic institutions in their general areas.

The Manpower Administration also conducts a staff research program. Research reports, monographs, and the annual "Manpower Re-

port of the President" are prepared and published. While this research is primarily directed toward the development of information needed to solve manpower problems, the publications serve also as educational materials used widely in academic circles.

Legal authorization.—Manpower Development and Training Act of 1962, as amended (42 U.S.C. 2571-2620).

Obligations, fiscal year 1967.—\$3,799,886.

7. NEIGHBORHOOD CENTERS PILOT PROGRAM

Purpose.—The purpose of this program is to develop and test outstanding examples of neighborhood centers systems so that services needed by slum residents, including orientation and referral to training programs, can be brought together and delivered in an appropriate and efficient manner.

History and description.—The neighborhood centers pilot program began in response to the President's speech on August 19, 1966, in Syracuse, N.Y., when he asked the Secretary of Housing and Urban Development to set as his goal the establishment in every "ghetto" of a neighborhood center to serve the people who live there. Executive Order 11297, issued August 30, 1966, authorized the Secretary of the Department of Housing and Urban Development to convene meetings with the Department of Health, Education, and Welfare, the Department of Labor, and the Office of Economic Opportunity to develop and implement the program. The four agencies, with the Bureau of the Budget acting in an advisory capacity, have designated representatives to serve on a national policymaking group and on teams in each of the 14 pilot cities that were selected for the project. The project's objectives are to bring to bear the resources of the four agencies in the 14 pilot cities, make them easily accessible to target area residents, and coordinate them so that residents receive the services they need quickly and efficiently through coordinated government action. The Department of Labor provides manpower services for the target area residents.

Legal authorization.—The Department of Housing and Urban Development provides physical structures for the centers program through funds authorized under section 703 of the Housing and Urban Development Act of 1965. Each agency utilizes programs funded under a variety of legislation. Department of Labor participation includes programs funded by the Manpower Development and Training Act of 1962, as amended, the Economic Opportunity Act, and the Wagner-Peyser Act, as amended, which authorizes employment services in the States and territories.

Obligations, fiscal year 1967.—Each agency has earmarked certain funds and several agencies have already authorized funds for planning facilities, centers for children and parents, and the comprehensive service plan for the centers. The Department of Labor has provided for the 14 pilot cities through the Cooperative Area Manpower Planning System, which plans the coordinated use of State allocations under the MDTA and a number of laws administered by the Federal agencies, and through the concentrated employment program, which is currently operating in the neighborhood center target areas in six of the 14 cities.

8. MODEL CITIES PROGRAM

Purpose.—The purpose of this program is to demonstrate how the environment and general welfare of people living in slum and blighted neighborhoods can be substantially improved in cities of all sizes and in all parts of the country.

History and description.—This is a new program that calls for a comprehensive attack on social, economic, and physical problems in selected slum and blighted areas through the most effective and economical concentration and coordination of Federal, State, and local public and private efforts. Financial and technical assistance is provided to enable cities to plan, develop, and carry out comprehensive local programs containing new and imaginative proposals to develop "model" neighborhoods. The Department of Labor cooperates with the administering agency, the Department of Housing and Urban Development, to help the cities make marked progress in reducing underemployment and enforced idleness, to provide maximum opportunities for employing residents of the area in all phases of the program, and to enlarge opportunities for work and training. The Department of Labor provides program funds and technical assistance for the development and operation of a manpower component in the model cities.

Legal authorization.—The Demonstration Cities and Metropolitan Development Act of 1966 (P.L. 754), title I.

Obligation, fiscal year 1967.—As of this writing no funds have been obligated, although the cities that will receive planning grants will be determined soon.

9. EMPLOYMENT SERVICE STAFF DEVELOPMENT AND TRAINING

Purpose.—The general objective of this activity, as an aid to administration and management, is to maintain and improve the overall operation of the Bureau of Employment Security and of State employment security agencies.

History and description.—Staff development and training have been an integral part of the employment security program since about 1939. The basic program involving assistance to State employment security agencies has two major segments.

(a) Providing guidance and advice in: (1) Development and evaluation of State agency training functions to insure comprehensive and balanced training programs; (2) review of State agency training policies, plans, and reports; (3) improvement of the quality of training through research into and refinement of training techniques and tools; (4) preparation of training materials related to local office operation procedures including management and supervision; and (5) exchange of selected State training materials.

(b) The development by the Bureau of Employment Security of training programs in cooperation with universities and colleges throughout the Nation for multi-State participation. These programs have allowed all State agencies to participate in training developed under three broad program areas: (1) Programs related to national manpower goals such as developing operations under the human resources development programs, and implementing titles VI and VII of the Civil Rights Act of 1964; (2) programs

related to management development, for example, executive leadership and management programs; and (3) programs related to technical development including training for unemployed insurance service personnel, research and statistics personnel, and financial managers.

An outstanding addition to the above programs developed at various universities has been the initiation of a major training effort incorporating all three major program elements described above at one location. This has been accomplished by the establishment of a Bureau training center at Michigan State University.

Legal authorization.—Social Security Act, as amended (42 U.S.C. 503); Wagner-Peyser Act, as amended (29 U.S.C. 49b); title V of the Agricultural Act of 1949, as amended (7 U.S.C. 1461-1463).

Obligations, fiscal year 1967.—During this fiscal year, the Bureau obligated a total of \$3,855,000, which provided the means to train an estimated 10,000 State agency employees.

C. BUREAU OF LABOR STATISTICS

1. OCCUPATIONAL OUTLOOK PROGRAM

Purpose.—The purpose of this program is to provide persons choosing a career, as well as those assisting others in this choice, with research findings about the Nation's future occupational and industry manpower requirements and resources.

History and description.—Stemming from a recommendation of a 1938 Presidential Advisory Committee on Education, the occupational outlook program was organized in 1941 under a specific authorization by Congress.

The projections and other manpower information developed in the occupational outlook program are published in the Occupational Outlook Handbook, the major publication of the outlook program. Oriented toward vocational guidance, the handbook is a basic reference source that includes comprehensive and nontechnical job information for approximately 700 occupations and 30 major industries. Each occupational statement includes such career planning information as nature of work, education, and training requirements, employment outlook, and earnings and working conditions. Individual statements from the handbook are available as reprints and are used widely in high school vocational guidance classes and seminars. The Occupational Outlook Quarterly provides a continuous flow of current occupational and job information between editions of the biennially published handbook.

The outlook program also prepares and distributes a wide range of other counseling reports and career planning motivational pamphlets. In addition, speakers and displays are provided at seminars, career days, conventions, and other meetings concerned with manpower utilization.

Legal authorization.—29 U.S.C. 2.

Obligations, fiscal year 1968.—\$490,000.

D. BUREAU OF LABOR STANDARDS**1. SAFETY TRAINING SERVICE**

Purpose.—The objectives of safety training are: (1) To improve the knowledge and abilities of State safety personnel to enable them to provide effective and authoritative safety consulting and promotional services to industrial, trade, and service establishments in their respective States; (2) to increase the knowledge, understanding, and abilities of Federal, State, and other governmental supervisory and collateral duty safety personnel to enable them to promote, provide, and maintain safe working conditions and work methods, and to conduct efficient and effective safety programs; and (3) to provide, supplement, or increase the safety knowledge of industry, union, and maritime personnel to enable effective implementation and conduct of safety program activities, and increase the dissemination of safety information to all levels of all occupational groups.

History and description.—The program of safety training was instituted in 1935. Courses consist of basic, special, and advanced subjects that are combined to meet the needs of specific groups. Most courses contain 30 hours of instruction.

Training of State safety inspectors embraces various aspects of safety programming and administration and the hazards of mechanical and physical conditions in industry, with special training being provided in several States concerning hazard-control measures appropriate to specific industries. The special 6- to 30-hour courses for maritime personnel and union representatives emphasize the hazards and preventive measures in maritime operations and, for union representatives, hazard-control measures appropriate to the trade or industry in which the trainees are employed or with which they are directly concerned. Training of Federal and State agency safety personnel relates to the hazards involved in the functions of these agencies and the specific responsibilities of the trainees. Courses and seminars are of varying lengths from 6 to 30 hours, or more, depending upon the scope and complexities of the subject matter and the time available.

Legal authorization.—Act of March 1913 (5 U.S.C. 611); appropriation acts that include funds for promotion of industrial safety; the Longshoremen's and Harbor Workers' Compensation Act (33 U.S.C. 901 et seq.), as amended by Public Law 742, 85th Congress (72 Stat. 835); and Executive Order 10194.

Obligations, fiscal year 1967.—Training, administrative, and operating expenses are not clearly separable. About \$2,925,000 was obligated for all purpose.

2. LABOR STANDARDS TRAINING

Purpose.—The objectives of the labor standards training courses are (1) to increase the competence of inspectors enforcing State labor laws; and (2) to increase the knowledge and operating effectiveness of supervisors in State labor departments.

History and description.—The labor standards training program was started in the 1930's. In fiscal year 1966 and fiscal year 1967 it received attention. The courses, which may be from 6 to 30 hours in duration, are tailored to fit the needs of the State and the experience of the investigators.

Legal authorization.—37 Stat. 736, as amended; 5 U.S.C. 7902 and appropriation acts that include funds for improving working conditions of the wage earners.

Obligation, fiscal year 1967.—\$154,000 obligated for all field services. There was no specific obligation for training labor law investigators.

E. BUREAU OF INTERNATIONAL LABOR AFFAIRS

1. TECHNICAL COOPERATION TRAINING ACTIVITIES

Purpose.—The purpose of these activities is to assist other countries in the techniques of solving manpower problems, developing and strengthening free and democratic labor organizations and governmental labor agencies, and improving labor-management relations.

History and description.—These programs are carried on principally under an agreement concluded in 1965 with the Agency for International Development. This followed prior agreements with predecessor agencies of the Agency for International Development. The major activity of the Department of Labor in this field is the arrangement of technical training programs in the United States for trainees sponsored by the Agency for International Development. Similar training is provided for a number of fellows under programs of the United Nations and the International Labor Organization. From time to time, the Department accepts a grantee under one of the private foundation programs for which reimbursement is provided.

The Bureau of International Labor Affairs provides general direction, coordination, and administration of the Department's activities in the Agency for International Development programs. These activities involve related specific programs and services of various bureaus within the Department and of the Trade Union Exchange Programs Division and the Division of Professional and Governmental Exchange of the Bureau of International Labor Affairs. In addition to programs for the training of visitors in the United States, the Bureau of International Labor Affairs provides experts for technical assistance assignments in developing countries. Also, between overseas assignments and in collaboration with Department technicians, these experts prepare materials for use by the Agency for International Development, project sponsors in the United States, and for distribution overseas.

The Trade Union Exchange Programs Division of the Bureau of International Labor Affairs arranges programs for foreign trade unionists in the field of trade union affairs and labor-management relations. A major portion of these programs is devoted to visits to American trade unions and industrial establishments, but study at academic institutions and labor schools is also part of many projects.

The Bureau of International Labor Affairs administers programs of orientation, training, study, and observation primarily for foreign government officials, representatives of parliaments and political parties, management, and others whose interests involve a broad cross section of labor subject matter and cut across bureau lines.

The Manpower Administration, through its International Manpower Institute, conducts two 10-week manpower seminars a year designed for senior government executives and consultants from developing countries who now exercise, or have been appointed to discharge,

top-level responsibilities as planners or administrators of public agencies—including universities and armed forces concerned with: Overall development planning, social and economic policies, the administration of manpower, the development of human resources, employment and wage policies, education and community organization. The Manpower Administration programs participants for brief periods on questions relating to manpower problems and includes visits to universities with experimental and demonstration projects.

The Bureau of Labor Standards provides courses in the fields of industrial safety and labor standards. Courses are usually for periods of up to 6 month and consist of basic instruction by the Bureau staff, supplemented, as needed, by college study and field trips to Federal and State agencies, trade unions, industrial establishments, and private associations.

The Bureau of Labor Statistics provides a 1-year course in labor statistics for statisticians and technicians of other countries, with supplemental study in a local university, where appropriate, and visits to governmental agencies and research institutions engaged in related work. Shorter programs are provided for labor, industry, and government teams of foreign nationals and for key statisticians who are in the United States for brief periods. Manuals of instruction in the collection and interpretation of labor and price statistics are prepared for use by developing countries.

The Bureau of Employment Security provides courses in the field of public employment services, unemployment insurance, and labor market information. The training period varies depending on requirements of other countries. If appropriate, college or university courses are included.

The Bureau of Apprenticeship and Training arranges for the training for foreign participants in (1) administration and practices in apprenticeship and other systems of industrial training, and (2) U.S. industrial manufacturing techniques. Usually 6 months or more in duration, the training is arranged through the voluntary cooperation of industry. The Bureau's field representatives, located in major industrial cities of the United States, negotiate training arrangements with industry and provide overall supervision for participants while they are in the field.

Assistance by the Women's Bureau in the Agency for International Development programs usually involves a brief period of lectures and discussions concerning women's employment and economic and legal status.

Legal authorization.—The Foreign Assistance Act of 1961 (Public Law 195).

Obligations, fiscal year 1967.—\$2,596,826. These funds were transferred from the Agency for International Development.

2. EDUCATIONAL EXCHANGE ACTIVITIES

Purpose.—The purpose of these activities is to promote a better understanding of the United States as an integral and essential part of America's relations with other countries, particularly with respect to labor matters.

History and description.—The Department has participated in the various cultural exchange programs of the U.S. Government since

their inception in the late thirties, and enters into annual agreements with the Bureau of Educational and Cultural Affairs of the Department of State to program labor visitors.

Programs for these visitors usually extend from 30 to 60 days. No attempt is made to complete program arrangements before the visitor arrives in the United States, since it is important that the program take into account his particular interests. The visitor is encouraged, however, to follow a program itinerary that will provide a good cross section of American life and geography, including visits to small and medium-sized communities in addition to emphasis on his professional field of interest. Arrangements with voluntary community organizations provide the visitor with an opportunity to gain an insight into various features of the community, including schools, hospitals, churches, housing, and local government, and to visit points of interest.

On the professional side, many visits to trade unions, industrial establishments, and academic institutions are arranged by the Department. Opportunity to discuss various aspects of trade union affairs, labor-management relations, industrial production, or other items of special interest to the visitor is provided. Visits with governmental agencies are also included, particularly for government representatives.

Legal authorization.—Mutual Educational and Cultural Exchange Act of 1961 (Public Law 82-256) (Fulbright-Hayes Act).

Obligations, fiscal year 1967.—\$435,067, which was transferred from the Department of State.

F. WOMEN'S BUREAU

1. PROMOTION OF EDUCATIONAL AND VOCATIONAL TRAINING OPPORTUNITIES AND COUNSELING AND GUIDANCE SERVICES FOR GIRLS AND WOMEN

Purpose.—The general purpose of this activity is to expand the availability of educational and training opportunities and to improve counseling and guidance programs for girls and women.

History and description.—Promoting the welfare of women workers, including their preparedness for work through education and training, has been an integral part of the Bureau's overall program since its inception in 1920. In 1963, the President's Commission on the Status of Women, in its recommendations for the fuller utilization of woman-power, recommended additional emphasis on the education and training of women. As part of its activities since 1963, the Women's Bureau has been actively engaged in this program. The Bureau, working with the State commissions on the status of women, educational groups, women's organizations, and other government and nongovernment agencies, provides technical and advisory services conducive to expanding educational and vocational training and counseling opportunities for girls and women. For example, the Bureau cosponsors and/or participates in conferences on counseling girls and women in relation to their possible dual role as homemakers and employees, stimulates projects to train women, promotes continuing education programs primarily for women planning to return to the labor force, and provides advisory assistance in connection with such federally sponsored programs as the Women's Job Corps.

In the area of international programs the Bureau provides assistance through briefing of foreign visitors concerning women's employment, education, training, and economic and legal status.

Legal authorization.—Act of June 5, 1920 (29 U.S.C. 11).

Obligations, fiscal year 1967.—Operating and administrative expenses not clearly separable. For salaries and expenses, Women's Bureau, \$906,224.

**G. OFFICE OF EMPLOYEE UTILIZATION AND DEVELOPMENT (OFFICE
OF THE ASSISTANT SECRETARY FOR ADMINISTRATION)**

1. EMPLOYEE TRAINING

Purpose.—The primary purpose of departmental employee training is to effect economy and efficiency in operations, increase employees' proficiency in their present jobs, and prepare employees for greater responsibilities in order to provide the best possible service to the public in carrying out the missions of the Department.

History and description.—Immediate supervisors are responsible for determining the training needs of their employees and for providing the training needed to meet these needs by on-the-job training or by recommending specific training available through bureau and departmental resources. The Office of Utilization and Development conducts major training programs common to more than one bureau, such as supervisory, secretarial, and clerical training. Administrations, bureaus, and offices provide training applicable to their specific employee training needs. Training needs that cannot be readily met by the Department's own resources are provided by interagency and nongovernment facilities.

Legal authorization.—Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, approximately \$200,000.

CHAPTER 14. PROGRAMS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

A. INTRODUCTION AND SUMMARY

With its constituent organic units in the fields of health, education, and welfare, the Department of Health, Education, and Welfare is outstanding among Federal agencies carrying out educational activities. The one agency in the Federal Government charged solely with educational responsibilities is the Office of Education, located in this Department.

Reorganization plans were adopted during the 1940's which grouped, under one administration, those agencies of the Federal Government whose purposes were to promote social and economic security, educational opportunity, and good health for the citizens of the Nation. Several agencies including the Social Security Board, U.S. Employment Service, Office of Education, U.S. Public Health Service, Food and Drug Administration, St. Elizabeths Hospital, Freedman's Hospital, and Federal functions related to the American Printing House for the Blind, Gallaudet College, Howard University, and a few others, were combined in the Federal Security Agency.

On April 11, 1953, President Eisenhower signed legislation enacted by the 83d Congress, creating the Department of Health, Education, and Welfare. The Congress and the President thus assured continuing representation at the highest councils of the executive branch of the Government for the major Federal activities in health, education, and welfare.

The educational functions are performed by the Office of the Secretary and by six major operating agencies in the Department, namely the Office of Education, the Public Health Service, the Social Rehabilitation Service, the Food and Drug Administration, the Social Security Administration, and St. Elizabeths Hospital. Howard University and Gallaudet College are within the concern of the Office of the Secretary.

The broad educational purposes and emphasis of the Department and its constituent agencies may be classified in two general activity categories: (a) those designed primarily to assist the people of the United States, and the several States in maintaining schools, school systems, colleges, universities, and other education institutions and processes; and (b) those designed to aid or encourage individuals and groups in using educational institutions and facilities, principally to achieve objectives other than strengthening the educational systems and institutions of the Nation.

Office of Education.—Established by the Congress in 1867 as the "Department" of Education, with name subsequently changed, the U.S. Office of Education has grown from a 4-man enterprise with a budget of \$25,000 to a unit with 2,800 employees and a budget of nearly \$4 billion. The Office is the principal agency of the Federal Government

for collecting and disseminating educational statistics and facts, and for promoting the "cause of education throughout the country." Subsequent legislation and executive orders enlarged the duties of the Office to include (1) the administration of funds appropriated in support of education; (2) the conduct of special studies and specified programs; and (3) support of educational research through grants or contracts.

The Office of Education has reported for this survey 69 programs, described later in this chapter. Since within the framework of the overall function of any agency, bureau, or office, opinions may vary as to the number and most significant breakdown of programs, a different breakdown, published by the U.S. Office of Education journal, American Education, and entitled "1967 Report on Federal Money for Education—Programs Administered by the U.S. Office of Education" is reprinted in the appendix. Still other estimates of the U.S. Office of Education's number of programs have been printed in the Congressional Record and the public press.

The Office provides leadership and professional advisory services to help improve educational practice, including the organization, management, and financing of school systems and institutions of higher education, methods of instruction, preparation of teachers, higher education programs, educational legislation, and international education. It secures and disseminates information about education in the States and other countries; evaluates educational and social trends affecting education; and conducts surveys and special studies. The Office also provides advice or conducts certain programs for other Federal agencies; for example, civil defense education for the Department of Defense.

Office of the Secretary of Health, Education, and Welfare.—The educational activities of the Department are directed by the Secretary. He is assisted by other officials with special responsibilities for various kinds of educational programs. The office of the Secretary is responsible for grant-in-aid audits, and for the operation of surplus property utilization programs which affect educational institutions.

In 1965, under the authority of section 4(a) of Public Law 89-115, the position of Assistant Secretary for Education was created in the Department. The Assistant Secretary for Education performs the function of facilitating the coordination of Federal education programs, and serves as member and chairman of the Federal Interagency Committee on Education. Through delegation, the Assistant Secretary has general responsibility relative to Howard University, Gallaudet College, the American Printing House for the Blind, Educational Television, President's Council for Physical Fitness, International Affairs, International Education Act of 1966, and the coordination of manpower development and training, and several interagency and public advisory committees.

The American Printing House for the Blind is a national, nonprofit institution, located at Louisville, Ky. Its primary purpose is to supply education books, materials, and tangible apparatus for the blind for schools and classes operating in all the States and territories.

Gallaudet College was incorporated under an act of Congress dated February 16, 1857. In 1864, President Lincoln approved an act relating to the institution which authorized it to grant degrees in the liberal arts and sciences. Approved June 18, 1954, Public Law 420, 83d Congress, clearly defines its status as a college; its relationship with the

Federal Government; and its responsibility to provide education for deaf persons and otherwise further the education of the deaf. Congress has provided annual appropriations for current operating expenses, and for the construction of essential buildings. The college is located in the District of Columbia.

Howard University was established in 1867 in the District of Columbia. It is operated under a self-perpetuating Board of Trustees as a semipublic institution comprising an undergraduate college; eight professional schools including medicine, dentistry, pharmacy, engineering and architecture, music, social work, law, and religion; and a graduate school offering the doctorate degree in chemistry, and the master's degree in several fields. The college of medicine is associated with Freedmen's Hospital which adjoins the university campus.

National Technical Institute for the Deaf was authorized under Public Law 89-36. On recommendation of the National Advisory Board on December 20, 1966, the Department entered into an agreement with the Rochester Institute of Technology for the establishment, construction, and operation of the National Technical Institute for the Deaf.

The educational television facilities program provides grants to assist in the construction of noncommercial educational television broadcast stations, by providing Federal financial assistance for the acquisition and installation of transmission apparatus.

Public Health Service.—Educational programs sponsored by the U.S. Public Health Service are planned to extend services to physicians, dentists, nurses, laboratory specialists, and public health personnel. These programs are devoted to the development of additional areas of information, to the further preparation of health personnel, and to the dissemination of information about conditions that affect the public health.

Programs in the field of health designed to meet the needs of individuals or of groups include a variety of educational projects furthering the advancement of the science and profession of medicine, and a still wider variety of projects in the field of public health. Advances in the medical sciences have been contingent upon intensive research on the one hand, and the better preparation of professional personnel in wide areas of specialization on the other. The Public Health Service has fostered increased opportunities for physicians, scientists, and operating personnel to increase their knowledge and capabilities in the health field, and for highly skilled persons to conduct research basic to the needs of the medical sciences. Under authority of the Public Health Service Act, activities are conducted which relate both to the programs of educational institutions, and to other types of training activity.

The Public Health Service also helps to increase the number of medical and public health scientists through fellowships and traineeships for qualified students. Grants are made for the training of professional health personnel, and to nonprofit research institutions for medical research and for the training of scientists and public health workers.

Other activities conducted by the Public Health Service have included consultation with training institutions, and visual-aid training. Educational materials have been developed by the Service for the

improvement of teaching methods and teaching techniques in the mental health disciplines.

On January 1, 1967, there was a major reorganization of the U.S. Public Health Service.

Social Rehabilitation Service.—On August 15, 1967, the Secretary of Health, Education, and Welfare announced the establishment in the Department of a new agency, the Social Rehabilitation Service (SRS). The Social Rehabilitation Service was established to carry out the functions of the Welfare Administration, the Vocational Rehabilitation Administration, the Administration on Aging, and the Mental Retardation Division of the Bureau of Health Service, Public Health Service. The new agency has brought under single leadership, both the income support programs for needy Americans, and the social service and rehabilitation programs of the Federal Government. Educational services include vocational counseling and training, and provision for fellowships and traineeships. Training grants are made to schools, universities, and other agencies to pay part of the cost of professional education of personnel in all fields which contribute to social rehabilitation and for traineeships. Grants are also made for short term intensive training and instruction in technical matters relating to social rehabilitation, and for research fellowships.

Other Educational Activities.—St. Elizabeths Hospital educational programs are conducted at all levels for persons engaged in the care and treatment of mental patients. Medical interns and resident physicians in psychiatry are trained in programs which provide a source of medical staff recruitment. In addition, a student-nurse training program is conducted to provide both basic psychiatric training and field experience in psychiatric nursing. Inexperienced personnel are trained in the duties of auxiliary employees in treating and care of mental patients. Persons also are trained as medical technicians. Intern training is provided in clinical psychology, and occupational, dance and psycho-drama therapy training is given special attention in additional programs.

The Food and Drug Administration provides in-service training for its professional employees in improved methods of administering the programs of that agency.

The Social Security Administration has a program of supervision of students from schools of social work to supplement the professional education of qualified graduates in field practice in administrative and research aspects of the school curriculum. Postgraduate professional education is supported by the Children's Bureau in order to assist States in training workers to provide health services to mothers and children, and to crippled children.

Federal funds obligated for educational and training activities administered by the constituent units of the Department of Health, Education, and Welfare for the fiscal year 1967, as reported by that Department for inclusion in this report, were as follows: Operating \$4,529,431,562; administrative \$45,989,409; total \$4,575,420,971.

The Department has pointed out that these figures should be considered as representing identifiable amounts estimated or otherwise determined, and do not include amounts not separately identifiable.

A breakdown of the data reported by the Department for its constituent units follows:

Summary of amounts of Federal funds obligated for educational activities administered by the constituent units of the Department of Health, Education, and Welfare, fiscal year 1967

Department unit	Obligations for fiscal year 1967		
	Total	Operating	Administrative
Office of Education-----	\$3, 858, 040, 230	\$3, 813, 865, 181	\$44, 175, 049
Food and Drug Administration-----	2, 119, 323	2, 119, 323	(1)
Public Health Service-----	574, 230, 681	574, 230, 681	(1)
American Printing House for the Blind-----	1, 027, 000	1, 027, 000	(1)
Office of Vocational Rehabilitation-----	² 68, 635, 000	68, 635, 000	(1)
Social Security Administration-----	6, 815, 595	6, 516, 595	299, 000
Gallaudet College-----	2, 590, 000	2, 520, 000	70, 000
Howard University-----	15, 007, 000	13, 832, 249	1, 174, 751
Surplus Property Utilization-----	1, 093, 000	1, 093, 000	(1)
National Technical Institute for the Deaf-----	491, 000	491, 000	(1)
St. Elizabeths Hospital-----	1, 304, 926	1, 034, 317	270, 609
Welfare Administration-----	³ 41, 067, 216	41, 067, 216	(1)
Administration on Aging-----	3, 000, 000	3, 000, 000	(1)
Totals-----	4, 575, 420, 971	4, 529, 431, 562	(1)

¹ Amount cannot be estimated.

² Includes amount for administration.

³ This total derived from the addition of amounts reported for the separate activities.

B. OFFICE OF EDUCATION

1. ADMINISTRATION OF THE BASIC STATUTORY FUNCTION OF THE OFFICE OF EDUCATION

Purpose.—The basic purpose of the Office of Education, as stated by that Office, is to serve as the principal agency of the Federal Government for the execution of acts of Congress involving the conduct of programs, the formulation of policy, and the coordination of educational activities at the national level.

History and description.—The basic program of the Office of Education was established by act of Congress in 1867. Additional responsibilities have been added by legislation and by executive orders.

Educational activities and problems ranging from preschool programs for socially and economically disadvantaged youngsters to fellowships for postdoctoral studies are targets for the resources of the Office. There are student assistance programs of various kinds, including grants, loans, fellowships, and work-study arrangements. Teachers benefit from fellowships, institutes, and exchange programs administered by the Office. Other programs provide grants or loans for the construction or maintenance of schools and colleges, and the acquisition of equipment or books. Through grants to public and private institutions and agencies, as well as to individuals, the Office supports a wide variety of research and dissemination projects. State educational agencies are also eligible for grants to strengthen their own capabilities. Among the Office's newer enterprises are those designed to improve the education of physically handicapped children.

Services of the Office are provided through five units: Bureau of Elementary and Secondary Education, Bureau of Higher Education, Bureau of Adult, Vocational, and Library programs, Bureau of Education for the Handicapped, and the Bureau of Research. Also the National Center for Educational Statistics continues to collect "such statistics and facts as shall show the condition and progress of education in the several States * * * diffusing such information * * * throughout the country," as directed by the Congress in the 1867 legislation establishing the Department of Education.

Legal authorization.—Office of Education, enabling act of March 2, 1867 (14 Stat. 434) (20 U.S.C. 1-2 and 4); Appropriation Act of May 28, 1896 (29 Stat. 171) (20 U.S.C. 3); second or August 30, 1890, Morrill Act (26 Stat. 417) (7 U.S.C. 321-28); Bankhead-Jones Act of June 29, 1935, section 22 (49 Stat. 439) as amended (7 U.S.C. 329); Smith-Hughes Act of February 23, 1917, (39 Stat. 929) (20 U.S.C. 11-15 and 16-28); Vocational Education Act of 1946 (60 Stat. 775), known as the George-Barden Act, setting forth a revised text of the George-Dean Act of June 8, 1936; Health Amendments Act of 1956 (70 Stat. 925) (20 U.S.C. 15aa-jj); National Defense Education Act of 1958 (72 Stat. 1597) (20 U.S.C. 15aaa-ggg); Vocational Education Act of 1963 (77 Stat. 403) (20 U.S.C. 35-35n); Public Laws 81-815 and 874 of September 23 and 30, 1950 (64 Stat. 967 and 1100) (20 U.S.C. 631-47 and 236-41-1); Public Law 83-531, July 26, 1954 (68 Stat. 533), expanded and called the Cooperative Research Act and then amended (20 U.S.C. 331-32b); Library Services Act of June 19, 1956 (70 Stat. 293); Library Services and Construction Act (78 Stat. 11) (80 Stat. 313) (20 U.S.C. 351-58); National Defense Education Act of 1958 (72 Stat. 1580); Mutual Educational and Cultural Exchange Act of 1961 (75 Stat. 527), Executive Order 11034 (27 F.R. 6071; June 28, 1962), (22 U.S.C. 2451-59); Higher Education Facilities Act of 1963 (77 Stat. 363), (20 U.S.C. 701-58); Civil Rights Act of 1964 (78 Stat. 246-49 and 252-53; 42 U.S.C. 2000c-2000c-9 and 2000d-2000d-4); Elementary and Secondary Education Act of 1965 (79 Stat. 27), adding title II to Public Law 81-874, as amended; (80 Stat. 1204) (20 U.S.C. 241a-m, 242-44, and 821-86); Higher Education Act of 1965 (79 Stat. 1219); Education Professions Development Act of June 29, 1967 (81 Stat. 81) (20 U.S.C. 1001-1144); Public Law 70-831, February 27, 1929 (45 Stat. 1326) as amended (2 D.C.C. 101-140); Fitzgerald Act of August 16, 1937 (50 Stat. 664) as amended and codified (29 U.S.C. 50-50b); Appalachian Regional Development Act of 1965 (79 Stat. 5) as amended (80 Stat. 943) and further amended by Public Law 90-103, October 11, 1967, title I (81 Stat. 257) (40 U.S.C. Appen. 1-405); Public Works and Economic Development Act of 1965 (79 Stat. 552) as amended by Public Law 90-103; October 11, 1967, title II (81 Stat. 266) (42 U.S.C. 3121-3226); Economic Opportunity Act of 1964, title I, part C (Work-Study Programs) as amended (42 U.S.C. 2751-57) and further amended by Public Law 90-82, September 6, 1967 (81 Stat. 194).

Obligations, fiscal year 1967 (total obligations for the Office of Education).—Operating, \$3,813,865,181.25; administrative, \$44,175,049.09; total, \$3,858,040,230.34.

Adult and Vocational Education

2. ADULT BASIC EDUCATION

Purpose.—The purpose of this activity is to initiate programs of instruction for individuals 18 years old or older who, because of inability to read and write the English language, find themselves hampered in the attainment and retention of employment.

History and description.—The Economic Opportunity Act of 1964 provided for a program of elementary education for adults. This program was first administered by the Office of Education under a delegation of authority from the Director of the Office of Economic Opportunity. In 1966, through an amendment to the Elementary and Secondary Education Act, Congress transferred the program to the Office of Education.

Title III of the 1966 act is cited as the "Adult Education Act of 1966." This act aids adults who are illiterate or functionally illiterate to attain a level of reading and writing ability which will enable them to get and retain jobs. Money is allocated on the basis of a statutory formula. Not less than 10 percent nor more than 20 percent of the total allocation may be used for special experimental projects or teacher training. Teachers participating in training institutes are paid \$75 per week plus \$15 per week for each dependent. The Federal contribution for grants to States and special projects where feasible was 90 percent in the fiscal year 1967. No matching was required for teacher training programs.

Legal authorization.—Elementary and Secondary Education Amendments, 1966, title III. (Cited as the Adult Education Act of 1966.) Public Law 89-750.

Obligations, fiscal year 1967.—\$26,209,324 obligated for grants to States, \$1,517,520 for special projects, and \$1,399,838 for teacher training; administrative, \$682,000; total \$29,808,682.

3. CIVIL DEFENSE ADULT EDUCATION

Purpose.—The purpose of this program is to provide education in civil defense for adults in general, and for training in radiological monitoring and shelter management for selected individuals in local communities.

History and description.—The Civil Defense Act of 1950, as amended, authorizes grants to State educational agencies or State universities. All contracts are made with the States or with State universities. The Federal contribution to the program is 100 percent. Authorization of appropriations is made annually.

Legal authorization.—Public Law 81-920, as amended.

Obligations, fiscal year 1967.—Operating \$3,766,199; administrative \$182,616; total \$3,948,815. All funds for this program are transferred from the Office of Civil Defense of the Department of the Army.

4. MANPOWER DEVELOPMENT AND TRAINING ACTIVITIES

Purpose.—The purpose of these activities is to provide occupational training for unemployed and underemployed persons to equip them to fill manpower shortages.

History and description.—Title II, part B, of the Manpower Development and Training Act, as amended, authorizes a Federal share of 90 percent in project costs. In the case of private institutions, the Commissioner of Education is authorized to pay more than 90 percent of the project costs. Under title II, part C, of the act, the Federal contribution is 100 percent and is awarded to State or other public or private agencies. Funds for these programs are transferred from the U.S. Department of Labor to the U.S. Office of Education. The programs are administered jointly by the Department of Labor and the Office of Education.

Legal authorization.—The Manpower Development and Training Act (Public Law 87-415), as amended.

Obligations, fiscal year 1967.—Operating \$122,452,000; administrative \$2,462,000; total \$124,914,000.

5. RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS

Purpose.—The purpose of this program is to authorize Federal grants for construction, equipment and operation of residential vocational education schools.

History and description.—The Vocational Education Act of 1963 authorizes the Commissioner of Education to make grants to State boards, to colleges and universities, and with the approval of the appropriate State board, to public educational agencies, organizations, or institutions for this activity. In making such grants, the act authorizes the Commissioner to give special consideration to the needs of large urban areas having substantial numbers of youths who have dropped out of school or are unemployed. The youth would have to be at least 15 and less than 21 years of age at the time of enrollment. Approval of such a grant would be based upon a review of individual project proposals.

Legal authorization.—Vocational Education Act of 1963 (Public Law 88-210), section 14.

Obligations, fiscal year 1967.—None.

6. VOCATIONAL EDUCATION

Purpose.—The purpose of this activity is to provide grants to States for programs to develop skills, abilities, and working habits needed by persons engaged in agriculture, home economics, trades, industry, distributive occupations, practical nursing, and occupations necessary for the national defense.

History and description.—Vocational education has been developed in the United States under provisions of the Smith-Hughes Act of 1917, the George-Barden Act of 1946, and the Vocational Education Act of 1963. The Smith-Hughes Act was the first law to authorize Federal cooperation with the States in preparing teachers, supervisors, and directors of agricultural subjects, and teachers of trade and industrial and home economics subjects. The George-Barden Act, as amended, further extended the vocational training provided for in the Smith-Hughes Act. Title II was added to the George-Barden Act by the Health Amendments Act of 1956, providing \$5 million annually for practical nurse training and training in other health-related fields. Title III was added to the George-Barden Act (originally title VIII

of the National Defense Education Act of 1958) in order to insure the training of skilled workers necessary for technological progress. The Vocational Education Act of 1963 is, at the time of this writing, the most recent vocational education act passed by the Congress to supply persons with the skills necessary to become productive members of society. In addition to liberalizing provisions of previous acts, the Vocational Education Act of 1963 authorizes Federal funds for the continuances, extension, and improvement of vocational and technical training in high schools, postsecondary schools, area schools, junior and community colleges, technical institutes, and 4-year colleges and universities. Allotments for these programs are based on a statutory formula and are made to individual States. Federal funds may equal up to 50 percent of the program costs.

Legal authorization.—Smith-Hughes Act (Public Law 64-347), as amended; George-Barden Act of 1946 (Public Law 79-586), as amended; Vocational Education Act of 1963, part A (sec. 3) (Public Law 88-210).

Obligations, fiscal year 1967.—Operating, Smith-Hughes, \$7,161,-455; George-Barden, titles I, II, and III, and supplemental acts, \$49,895,823; Vocational Education Act, part A, section 3, \$198,189,577; administrative included in other administrative costs and not separately determinable; total \$255,246,855, exclusive of administrative costs.

7. VOCATIONAL EDUCATION FACILITIES

Purpose.—The purpose of this program is to authorize Federal grants for construction and equipment of area vocational education facilities for the Appalachian region.

History and description.—The Appalachian Regional Development Act of 1965, title II, as amended, authorizes the Secretary of Health, Education, and Welfare to make grants for construction and equipment of area vocational school facilities. Such grants are made in accordance with the provisions of the Vocational Education Act of 1963. Under the provisions of the Vocational Education Act of 1963, Federal funds used for this purpose must be on a matching basis. However, under section 214, "Supplemental Grants," the Secretary of Commerce is authorized to contribute up to 80 percent of the project cost when the local agency, because of the economic situation, cannot supply the required matching share. The authorization to appropriate funds for this title extends through June 30, 1969.

Legal authorization.—Appalachian Regional Development Act of 1965 (Public Law 89-4), as amended by the Appalachian Regional Development Act Amendments of 1967 (Public Law 90-103).

Obligations, fiscal year 1967.—Operating under section 211 of the act \$13,445,397; under the supplemental grants (sec. 214) \$12,028,902; administrative included in other administrative costs and not separately determinable; total not determinable. Funds were transferred from the U.S. Department of Commerce for this purpose.

8. VOCATIONAL WORK-STUDY

Purpose.—The purpose of this program is to authorize Federal grants to States to provide part-time employment for young people to help them begin or continue vocational training.

History and description.—The Vocational Education Act of 1963 authorizes work-study compensation to students who have been accepted as full-time enrollees in a vocational education program; are in need of earnings to commence or continue such program; are at least 15 and less than 21 years old; and capable of maintaining good standing in the program. They may be employed only in public institutions. Grants are awarded to States based on a statutory formula. The Federal contribution for fiscal year 1967 was 75 percent.

Legal authorization.—Vocational Education Act of 1963 (Public Law 88-210). Part A, section 13.

Obligations, fiscal year 1967.—Operating, \$9,986,545; administrative included in other administrative costs and not separately determinable; total, \$9,986,545, exclusive of administration.

Aid to Handicapped

9. LIBRARY SERVICES TO THE PHYSICALLY HANDICAPPED

Purpose.—The purpose of this program is to establish and improve service to physically handicapped persons who are unable to read or to use conventional printed materials as a result of physical limitations.

History and description.—Title IV, part B of Public Law 89-511 authorizes appropriations to make library services available to the physically handicapped. The allocations are based on a statutory formula. In fiscal years 1967 and 1968 the Federal contribution under this title was 100 percent. In subsequent years the Federal share will vary from 33 to 66 percent. State administrative costs are allowed under this program.

Legal authorization.—Library Services and Construction Act (Public Law 89-511), as amended.

Obligations, fiscal year 1967.—Operating, \$233,905, in planning money; administration included in other administrative costs and not separately determinable; total \$233,905, exclusive of administration.

10. MEDIA SERVICES AND CAPTIONED FILMS

Purpose.—The purpose of this program is to provide a free loan service of captioned motion pictures and educational media to groups of deaf persons in order to enhance their educational, cultural, and recreational experiences.

History and description.—The captioned films service originated as a private venture. At the request of the originators it was taken over by the Government in 1958 for the purpose of supplying subtitled recreational films to the deaf of all ages. Added functions were subsequently authorized to extend the scope of the service. To carry out its objectives the program maintains more than 60 distribution centers throughout the Nation and supports four regional media centers at leading universities. Some 1,700 groups of deaf persons are served with an annual attendance of more than 1 million. Schools for the deaf are supplied with projection equipment and materials and teachers are trained in their use through workshops and media institutes.

Legal authorization.—Public Law 85-905, as amended by Public Laws 87-715 and 89-258.

Obligations, fiscal year 1967.—Operating, \$2,515,000; administration, \$190,000; total \$2,705,000.

11. PREPARATION OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF HANDICAPPED CHILDREN

Purpose.—The purpose of this program is to encourage colleges, universities, and State education agencies to expand their programs for training those who will work in the education of handicapped children.

History and description.—The program authorizes funds for awarding grants to colleges, universities, and State education agencies to prepare promising persons for positions as: (1) teachers of handicapped children and as speech correctionists; (2) supervisors and administrators of special education; and (3) other specialists providing special services for the education of handicapped children.

The program also authorizes grants to colleges and universities to provide training for instructors of teachers of handicapped children, and for the development of new programs of preparation in the education of handicapped children. In the fiscal year 1967 a total of 54 State education agencies and 243 colleges and universities received funds for training. Grants are awarded directly to colleges, universities, and State education agencies. Enrollees receive stipends ranging from \$15 a day for a summer or institute session to \$2,800 a year for a third- or fourth-year graduate fellowship. Graduate fellows receive \$600 for each dependent. Most of the developmental program grants average \$20,000.

Legal authorization.—Public Law 85-926, as amended by Public Laws 88-164 and 89-105.

Obligations, fiscal year 1967.—Operating, \$24,275,000; administrative included in other administrative costs and not separately determinable; total \$24,275,000 exclusive of administration.

12. RESEARCH AND RELATED ACTIVITIES TO IMPROVE THE EDUCATION OF HANDICAPPED CHILDREN

Purpose.—The purpose of this enterprise is to improve educational programs for handicapped children by focusing attention upon their educational and related needs through research, demonstration, and related activities.

History and description.—The Commissioner of Education is authorized to award grants for the support of research and demonstration projects and for the construction of facilities for research and related purposes pertaining to the education of handicapped children and youth. From the first year of this program, fiscal year 1964 to October 1, 1967, 86 projects were completed while 143 projects were in process effecting educational improvements in programs for handicapped children. This figure includes the sponsorship of a comprehensive research and demonstration facility located at an institution of higher education supported by a grant of \$2 million in fiscal year 1967. (An additional \$469,540 was taken from the appropriation for fiscal year 1968 for this research and demonstration facility.)

Legal authorization.—Title III, section 302 of the Mental Retardation Facilities and Community Mental Health Center Construction Act (Public Law 88-164), as amended by Public Law 89-105.

Obligations, fiscal year 1967.—Operating, \$8,086,248; administrative included with other administrative costs and not separately determinable; total \$8,086,248 exclusive of administration.

13. ALLOCATION TO STATE AGENCIES RESPONSIBLE FOR EDUCATING HANDICAPPED CHILDREN

Purpose.—The purpose of this program is to extend and improve services to handicapped children whose free education is the direct responsibility of a State agency.

History and description.—On November 1, 1965, President Johnson signed Public Law 89-313, a part of which extended the benefits of title I of the Elementary and Secondary Education Act (Public Law 89-10) to children in State-operated and State-supported schools for the handicapped for whose free education a State agency is directly responsible. Eligible agencies include State departments of education, welfare, family services, health, and mental health.

Legal authorization.—Title I, Elementary and Secondary Education Act (Public Law 89-10), as amended by paragraph (5), section 6(a) of Public Law 89-313.

Obligations, fiscal year 1967.—Operating, \$14,968,483; administrative funds included in other administrative costs and not separately determinable; total \$14,968,483 exclusive of administration.

14. ALLOCATION OF FUNDS FOR STATE PLANS FOR THE EDUCATION OF HANDICAPPED CHILDREN

Purpose.—This program assists States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary, and secondary school levels.

History and description.—Public Law 89-750, which amended Public Law 89-10 to authorize this program, was passed by the Congress on November 3, 1966. Initial funds under the fiscal year 1967 appropriation (\$2,425,000) were made available to the States, the District of Columbia, and the outlying areas for obligations throughout fiscal year 1968 for planning and leadership activities, including, but not limited to, the development of State plans.

Legal authorization.—Title VI of the Elementary and Secondary Education Act of 1965 (Public Law 89-10), as amended by Public Law 89-750.

Obligations, fiscal year 1967.—Operating, \$2,425,000 was allotted to the 50 States, the District of Columbia, and the outlying areas for planning and leadership activities; administrative, \$39,807; total \$2,464,807.

Assistance to State Agencies

15. IMPROVEMENT OF STATISTICAL SERVICES OF STATE EDUCATION AGENCIES

Purpose.—This activity provides grants to State education agencies for the purpose of assisting States to improve (a) the adequacy and reliability of educational statistics provided by State and local reports and records, and (b) the methods and techniques for collecting and

processing educational data and disseminating information about the condition and progress of education in the States.

History and description.—Improving statistical services in State education agencies is authorized under title X of the National Defense Education Act of 1958. Grants are authorized to any State under this section for one-half the cost of State education agency programs for improving educational statistics, provided that no State may be paid more than \$50,000 for any fiscal year. Payments are made only to the extent that these programs are new, or expansions of or additions to existing programs.

Legal authorizations.—Title X, section 1009, National Defense Education Act of 1958 (Public Law 85-864).

Obligations, fiscal year 1967.—Operating, \$2,244,098; administrative including in other administrative costs and not separately determinable; total \$2,244,298 exclusive of administration.

16. AID TO STATE INSTITUTIONAL LIBRARY SERVICES

Purpose.—The purpose of this program is to assist in the provision of books, and other library materials, and library services to (a) inmates, patients, or residents of penal institutions, reformatories, residential training schools, orphanages, or general or special institutions or hospitals operated or substantially supported by the State, and (b) students in residential schools for the handicapped (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education) operated or substantially supported by the State.

History and description.—Because this is a new program there is no history. A description of what the program will do is apparent in the above statement of purpose.

Legal authorization.—Library Services and Construction Act (Public Law 88-269), as amended by Public Law 89-511.

Obligations, fiscal year 1967.—Operating, \$344,925 was obligated for planning only; administrative funds included in other administrative costs and not separately determinable; total \$344,925 exclusive of administration.

17. STRENGTHENING STATE DEPARTMENTS OF EDUCATION

Purpose.—This program is designed to assist States in strengthening the leadership resources of their State departments of education, and in establishing and improving programs to identify and meet the educational needs of the States.

History and description.—This program was enacted in 1965 as part of a massive Federal assistance package (Public Law 89-10) to improve educational quality and opportunities in the Nation's elementary and secondary schools. In title V, the Congress recognized a need for materially assisting State departments of education to provide strengthened leadership and services to the schools at a time when increased Federal support was placing an added administrative responsibility upon these State agencies.

Under this program, 85 percent of the annual appropriation is allocated to the States, the District of Columbia, Puerto Rico, Guam,

Virgin Islands, and American Samoa on the basis of a formula involving their proportion of public school enrollment to the national total. Grants are made on approved applications that promise to reinforce their leadership resources or their ability to identify and meet the States educational needs. Such areas as statewide educational planning, data collection, and dissemination, improving the quality of teacher preparation, and providing consultative and technical assistance to local education agencies are among those benefiting from such grants. The remaining 15 percent of the appropriation is reserved for special project grants to pay part of the cost of experimental projects for developing State leadership or establishing special services having promise of contributing substantially to the solution of problems common to several or all of the States.

Title V also authorizes interchange of personnel between the U.S. Office of Education and State educational agencies for periods up to 2 years. Under this authority, a cooperative career development project with State universities was initiated in March 1966, to offer young professional educators a year's working experience and training in the U.S. Office of Education.

Legal authorization.—Title V, Elementary and Secondary Education Act of 1965 (Public Law 89-10) and amendments of 1966 (Public Law 89-750).

Obligations, fiscal year 1967.—Operating, for basic grants, section 503, \$18,561,865; for special project grants, section 505, \$3,300,000. Costs for personnel interchanges and the cooperative career development project are paid by the Office of Education, by the State agency, or may be shared. Administrative included in other administrative costs and not separately determinable. Total \$21,861,865 exclusive of administration.

Educational Research

18. CONSTRUCTION OF REGIONAL RESEARCH FACILITIES

Purpose.—The purpose of this program is to provide facilities and equipment for regional research centers established under title IV of the Elementary and Secondary Education Act of 1965.

History and description.—Title IV of the Elementary and Secondary Education Act of 1965 authorizes \$100 million to be appropriated over a period of the 5 fiscal years, beginning with fiscal year 1966, for the provision of such facilities as may be deemed necessary to achieve the objectives of federally supported educational research and training. Funds obligated under this section may be used for (a) the construction of new buildings and the expansion, remodeling, and alteration of existing buildings, including architect's fees, but not including the cost of acquisition of land or off-site improvements, and (b) equipping new and existing buildings, whether or not expanded, remodeled, or altered.

Legal authorization.—Section 4, title IV of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Obligations, fiscal year 1967.—Operating, \$307,044; administrative included in other administrative costs and not separately determinable; total \$307,044 exclusive of administration.

19. EDUCATIONAL RESEARCH, SURVEYS, AND DEMONSTRATIONS

Purpose.—This program is aimed at improving education at every level—and in every subject area—through educational research, development, demonstration, and dissemination activities.

History and description.—Since the Congress passed the Cooperative Research Act in 1954, the Federal Government has had authority to support educational research projects conducted by colleges, universities, and State education agencies. In 1965 these opportunities for educational research were greatly expanded when title IV of the Elementary and Secondary Education Act authorized a much broader program of research, development, demonstration, and dissemination activities. Under this new authority, 20 regional education laboratories were established as independent, nonprofit organizations which act as focal points for educational progress in their areas. The laboratories work with local schools, State department personnel, and other educational interests to develop, test, and demonstrate educational innovations and to train teachers in their use. Centers for research and development have been founded at several colleges and universities. At these centers, experts in different branches of education and the social sciences work together to solve educational problems of national significance.

In accordance with the dissemination mandate of the amended Cooperative Research Act, the Educational Resources Information Center (ERIC) has been established to make up-to-date research information available to the educational community. ERIC now consists of 18 information clearinghouses operated in cooperation with colleges, universities, and other educational organizations. The clearinghouses collect and distribute information on specific subject areas and publish research bibliographies and other analyses. The clearinghouses are coordinated by Central ERIC in the Office of Education.

The amended Cooperative Research Act continued support for educational research projects conducted by colleges, universities, and State educational agencies, and extended research support to local school districts, public and private nonprofit organizations, and individuals. In addition, the Office of Education was empowered to negotiate contracts with (but not make grants to) private, profit-making corporations for training, research and development in the field of educational technology, including both hardware and software.

Legal authorization.—The Cooperative Research Act of 1954 (Public Law 83-531) as amended by title IV of the Elementary and Secondary Education Act of 1965 (Public Law 89-10), as amended.

Obligations, fiscal year 1967.—Operating, \$50,953,956; administrative included in other administrative costs and not separately determinable; total \$50,953,956 exclusive of administration.

20. EDUCATIONAL RESEARCH TRAINING

Purpose.—This program is designed to help meet the nationwide need for highly qualified educational researchers and to stimulate expansion of research training capacities at institutions throughout the country.

History and description.—Federal support for the training of educational researchers was first authorized by title IV of the Elementary and Secondary Education Act of 1965. Beginning in the fiscal year

1966 funds became available to develop or strengthen research training staff and curricula at educational institutions, and to support trainees preparing for careers in educational research. Awards were made for graduate and undergraduate research training programs and for postgraduate fellowships, short-term institutes, and special training activities. These programs train educational specialists for disseminating educational information and for curriculum development as well as for research per se.

Legal authorization.—Cooperative research amendments in title IV of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Obligations, fiscal year 1967.—Operating, \$6,481,000; administrative included in other administrative costs and not separately determinable; total \$6,481,000 exclusive of administration.

21. FOREIGN CURRENCY EDUCATIONAL RESEARCH

Purpose.—This program provides American educators with information on education abroad by using part of the Nation's foreign currencies for comparative education studies and surveys, and for translations, abstracts, and annotated bibliographies of foreign educational publications.

History and description.—The sale of surplus American agricultural commodities to foreign countries has created in some of those countries larger amounts of U.S.-owned foreign currency than the U.S. Treasury needs for normal Government expenditures there. The Agricultural Trade Development and Assistance Act of 1954, as amended, authorizes the use of some of these funds to finance scientific research abroad. The Office of Education's participation began in 1961 when arrangements were made for a Burmese scholar to prepare abstracts of educational materials in his country. Since then, projects supported in a number of foreign countries have yielded information that affects domestic education.

Legal authorization.—Agricultural Trade Development and Assistance Act of 1954, as amended (Public Law 83-480).

Obligations, fiscal year 1967.—Operating, \$696,000; administrative included in other administrative costs and not separately determinable; total \$696,000 exclusive of administration.

22. LANGUAGE DEVELOPMENT PROGRAM

Purpose.—This program's purpose is to support development of specialized modern language materials, research on effective methods of teaching foreign languages, and surveys to determine areas where foreign language instruction should be improved or expanded.

History and description.—Since this program began in 1959, 472 contracts have been awarded for surveys, for research in language teaching methods, and for preparation of instruction materials. Dictionaries, readers, and other basic instructional materials have been prepared for more than 125 languages—including several spoken in Africa and Asia—which are rarely taught in this country.

Legal authorization.—Title VI, section 602, National Defense Education Act of 1958 (Public Law 85-864).

Obligations, fiscal year 1967.—Operating, \$2,733,000; administrative included in other administrative costs and not separately determinable; total \$2,733,000 exclusive of administration.

23. LIBRARY AND INFORMATION SCIENCES RESEARCH

Purpose.—This program is intended to improve libraries, information systems, and training for library personnel through research, development, and demonstration projects.

History and description.—Although authorized by the Higher Education Act of 1965, no funds were appropriated for this program until the fiscal year 1967, when 38 research and demonstration projects were launched. Areas of research interest include such problems as staffing and administering libraries and other information services; improving systems for storage and retrieval; integrating the library more closely with classroom instruction; and defining the role of libraries and information centers in the community. Research projects concerned with improving training for librarianship are also supported.

Legal authorizations.—Title II, part B, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$3,381,000; administrative included in other administrative costs and not separately determinable; total \$3,381,000 exclusive of administration.

24. RESEARCH AND DISSEMINATION OF INFORMATION CONCERNING MEDIA FOR EDUCATIONAL PURPOSES

Purpose.—This program encourages research and experimentation to find how educators can use modern communications media effectively, and fosters dissemination of information about these media.

History and description.—Since this program was first funded in 1959, it has been the source of support for more than 600 research, development, demonstration, and dissemination projects. These projects explored the educational possibilities of motion pictures, videotapes, radio, filmstrips, slides, recordings, teaching machines, computers, and some published materials that represent a departure from traditional uses of the printed word. Dissemination projects have helped spread information about use of these media to educators throughout the country.

Legal authorization.—Title VII, parts A and B, National Defense Education Act of 1958 (Public Law 85-864).

Obligations, fiscal year 1967.—Operating, \$4,371,000; administrative included in other administrative costs and not separately determinable; total \$4,371,000 exclusive of administration.

25. VOCATIONAL EDUCATION RESEARCH AND TRAINING

Purpose.—Through research and training activities, this program aims to meet special vocational education needs, especially the needs of youth who have academic, socioeconomic, or other handicaps that keep them from success in regular vocational education programs.

History and description.—During the 3 fiscal years (1965-67) that this program has been active, nearly 450 projects have been funded for the above-stated purpose. About 37 percent concerned basic research; about 25 percent were demonstrations or pilot studies; and about 23 percent were special training projects including annual summer training institutes for vocational education personnel. In addition, research coordinating units were established in 44 States to help

organize local research and demonstration efforts, and two national centers were founded for research and development in vocational education.

Legal authorization.—Section 4c, part A of the Vocational Education Act of 1963 (Public Law 88-210).

Obligations, fiscal year 1967.—Operating, \$9,993,000; administrative included in other administrative costs and are not separately determinable; total \$9,993,000 exclusive of administration.

Elementary and Secondary Education

26. AIDING EDUCATIONALLY DEPRIVED CHILDREN

Purpose.—The purpose of this program is to provide funds to local educational agencies for special programs designed to meet the needs of educationally deprived children, including children of migratory agricultural workers, American Indian children in schools conducted by the Bureau of Indian Affairs, and children in State-operated institutions for the neglected and delinquent.

History and description.—The Elementary and Secondary Education Act was signed into law on April 11, 1965. The act authorized funds for assistance to local educational agencies service areas with concentrations of children from low-income families, to establish, expand, and improve programs designed to meet the special educational needs of deprived children.

Programs may include preschool and preventive services to offset economic and social deprivation, remedial instruction services, physical education and recreation services, health and welfare services, programs to reach parents, construction where required, purchase of instructional materials, vocational education services, inservice training for teachers, and other services specifically designed to meet the educational needs of deprived children.

Legal authorization.—Title II (Public Law 81-874) 20 U.S.C. 241a, et seq. Elementary and Secondary Education Act of 1965, title I (Public Laws 89-10 and 89-750).

Obligations, fiscal year 1967.—Operating, \$1,021,926,787; State administration, \$11,169,000; Federal administrative included in other administrative costs and not separately determinable; total \$1,021,929,787 exclusive of administration.

27. ASSISTANCE FOR SCHOOL DISTRICTS IN AREAS AFFECTED BY FEDERAL ACTIVITIES

Purpose.—The purpose of this program is threefold: (1) to provide financial assistance for the maintenance and operation of schools in local educational agencies which experience financial burdens when (a) local revenues have been reduced as a result of acquisition of real property by the Federal Government; (b) local educational agencies provide free public education for children residing on Federal property, or for residing with a parent employed on Federal property or children with a parent on active duty in the uniformed services; (c) there has been a sudden and substantial increase in school attendance as a result of Federal activities carried on directly or through a contractor. (2) To arrange for the free public education of children who

live on Federal property when no State or local funds may be expended for that purpose or no local educational agency can provide these children with suitable free public education. (3) To provide financial assistance for current operating expenses in major disaster areas. (Authority to render this assistance expired June 30, 1967. At the time of this writing legislation is under consideration to extend the authority.)

History and description.—The Lanham Act in 1940 authorized the Administrator of the Federal Works Agency to provide Federal financial assistance for maintenance and operation of schools for the children of those persons employed for the national defense, after consultation with the State department of education and the U.S. Office of Education, by transferring funds to any local public school agency. After the end of hostilities a demand for school assistance still persisted in the war-impacted areas, and Federal aid was continued.

Subsequent legislation in 1950 concentrated in one Federal agency, the U.S. Office of Education, responsibility for providing financial assistance to local public educational agencies in federally affected areas.

Originally bearing a terminal date of June 30, 1954, the law has been extended and amended several times. Amendments have generally liberalized the act. Public Law 85-620 extended the act on a permanent basis for children who live on Federal property with a parent employed on Federal property. All other categories of Federal impact have since been extended.

Formulas for determining eligibility and entitlement are contained in the law. They differ for the various categories of financial burden. In general, a school district is eligible for maintenance and operation assistance under Public Law 81-874 if it has a specified percentage or number of federally connected children in average daily attendance. A district may qualify for additional assistance if certain criteria of tax effort and financial burden are met. Payments are also authorized in those instances where the Federal Government has acquired since 1938 real property equal in assessed valuation to 10 percent of the assessed valuation of all realty in the school district at the time of transfer.

Legal authorization.—Titles I and III, Public Law 81-874.

Obligations, fiscal year 1967.—Operating, \$416,200,000; administrative included in other administrative costs and not separately determinable; total \$416,200,000 exclusive of administration.

28. SCHOOL CONSTRUCTION ASSISTANCE IN FEDERALLY AFFECTED AREAS

Purpose.—The purpose of this program is to provide assistance to local educational agencies on which activities of the Federal Government have placed serious financial burdens because: (1) the revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States; or (2) such agencies provide education for children residing on Federal property; or (3) such agencies provide education for children whose parents are employed on Federal property; or (4) there has been a sudden and substantial increase in school attendance as the result of Federal activities.

History and description.—The Lanham Act of 1940 was designed to expedite housing together with construction and operation of necessary public works, including the construction, operation, and maintenance of schools for the children of those persons employed for the national defense.

After the end of World War II the Congress extended this program 1 year at a time for 4 successive years. The Congress later authorized the House Committee on Education and Labor to conduct a study of the school problems remaining in federally impacted areas and to determine whether legislation was necessary to alleviate those problems. The result was Public Law 82-815, signed by the President September 23, 1950. This act placed responsibility in the U.S. Office of Education for providing financial assistance to local public educational agencies in federally affected areas. Prior to the enactment of Public Law 82-815, such assistance had been dispensed by as many as 12 different Federal agencies.

Legislation in 1966 provided for school construction assistance in areas affected by major disasters.

Legal authorization.—Public Law 82-815, as amended by Public Law 89-750.

Obligations, fiscal year 1967.—Operating, \$32,784,454; administrative, \$620,000; total, \$33,404,454.

29. AID TO SCHOOL SYSTEMS WITH SCHOOL PROBLEMS RELATED TO DESEGREGATION

Purpose.—This program is to provide various kinds of specialized assistance to help public school systems cope with problems occasioned by school desegregation.

History and description.—The Civil Rights Act of 1964 authorizes the Commissioner of Education to provide technical and financial assistance to help school systems with educational problems related to desegregation. Such aid is provided through technical assistance, by grants to school boards, and by short-term or regular session institutes. As of the end of fiscal year 1967, 270 projects have been supported, 157 of which were grants to school boards and 113 were short-term or regular session institutes. The costs of the assistance programs are borne by the Federal Government. Enrollees from public elementary and secondary schools in institute programs receive stipends of \$75 a week. There is no dependency allowance. Payment for participant travel is authorized. Participants in school board inservice training programs may be paid a stipend of \$3 per hour.

Local authorization.—Title IV, Civil Rights Act of 1964 (Public Law 88-352), sections 403-406.

Obligations, fiscal year 1967.—Operating, \$6,508,000; administrative \$1,456,000; total \$7,964,000.

30. IMPROVING SCHOOL LIBRARIES

Purpose.—The purpose of this program is to strengthen and improve the instructional quality and educational opportunities in the Nation's schools by making grants for the acquisition of school library resources, textbooks, and other printed and published instructional materials.

History and description.—Under title II of the Elementary and Secondary Education Act of 1965, funds are authorized for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools and for State and local administrative costs incurred as a direct result of the administration of the State or department plan. Materials are made available to eligible children and teachers according to relative need. Title to, and control and administration of, the use of materials purchased under the program is vested in a public agency and materials are available to public and private school children on a loan basis only.

Legal authorization.—Title II, Elementary and Secondary Education Act of 1965 (Public Law 89-10); title II, Elementary and Secondary Education Act of 1965, as amended (Public Law 89-750).

Obligations, fiscal year 1967.—Operating, \$101,875,000; administrative included in other administrative costs and not separately determinable; total \$101,875,000 exclusive of administration.

31. STRENGTHENING INSTRUCTION IN VARIOUS SUBJECTS

Purpose.—The purposes of this program are: (a) to provide payments to State educational agencies for the acquisition of laboratory or other special equipment to strengthen instruction in science, mathematics, history, civics, geography, economics, industrial arts, modern foreign languages, English, and reading, as well as the arts and the humanities in public elementary or secondary schools and for minor remodeling of laboratory or other space for the use of such equipment; (b) to make loans to private, nonprofit elementary and secondary schools for the same type of projects for the above subjects; and (c) to provide payments to State educational agencies for supervisory or related services in public elementary or secondary schools and for the administration of State plans in the fields of subjects other than those in the arts and the humanities.

History and description.—In 1958 the Congress determined that additional and more adequate educational opportunities in the areas of science, mathematics, and modern foreign languages should be made available. The Congress has continuously authorized a program of payments to State educational agencies and loans to private, nonprofit schools to strengthen instruction in these fields and other specified subjects in the elementary and secondary schools. Additions to the originally specified subjects have been history, civics, geography, English, reading, economics, and industrial arts. In 1966 the arts and the humanities were added to the program, separately funded under the National Foundation for the Arts and Humanities Act of 1965, but administered under the NDEA.

The allotments to the State educational agencies are made each year in amounts equal to 50 percent of expenditures for projects, for the acquisition of equipment, and minor remodeling.

Legal authorization.—National Defense Education Act of 1958 (Public Law 85-864), sections 301-305, title III, as amended. National Foundation for the Arts and the Humanities Act of 1965 (Public Law 89-209, section 12).

Obligations, fiscal year 1967.—Operating, \$87,089,744; administration included in other administrative costs and not separately determinable; total \$87,089,744 exclusive of administration.

32. PROVIDING AID FOR SUPPLEMENTARY CENTERS AND SERVICES

Purpose.—The purpose of this program is to provide grants for supplementary educational centers and services; to stimulate and assist in the provision of educational services not available in sufficient quantity or quality; and to stimulate and assist in the development of exemplary elementary and secondary school programs to serve as models for regular school programs.

History and description.—The program became effective with the adoption of the Elementary and Secondary Education Act of 1965 in April of that year. In the fiscal years 1966 and 1967 local educational agencies submitted to the U.S. Office of Education 5,013 applications for grants that totaled \$524,651,500. Of these applications, 2,109 proposals asking for \$180,288,100 were approved. These included 890 applications for \$48,125,600 with which to plan projects and 1,018 applications for \$127,790,900 with which to operate projects. In addition 201 "mini-grants" were made in the total amount of \$4,371,600.

With the advice of a national advisory committee, the U.S. Commissioner of Education makes the grants after the States review and make recommendations on the project proposals.

Legal authorization.—Title III, Elementary and Secondary Education Act of 1965 (Public Law 89-10); part C, Elementary and Secondary Education Act of 1965 as amended in 1966 (Public Law 89-750).

Obligations, fiscal year 1967.—Operating, \$162,397,000; administrative included in other administrative costs and not separately determinable; total \$162,397,000 exclusive of administration.

Higher Education

33. COLLEGE LIBRARY RESOURCES

Purpose.—The purpose of this program is to assist institutions of higher education in enlarging their resources of library materials by aiding them in the acquisition of books, periodicals, documents, magnetic tapes, phonograph records, and audiovisual materials.

History and description.—The assistance to university and college libraries is authorized under the Higher Education Act of 1965. The first money under the act was appropriated in May 1966. Grants were then made for universities and colleges to increase their library materials.

Within part A of the act are three types of grants: (1) the basic grants not to exceed \$5,000 in Federal moneys, which must be matched dollar for dollar by the institution; (2) a supplemental grant, which may not exceed \$10 per full-time and full-time equivalent student (no matching required); (3) special purpose grants, which must be matched by not less than \$1 of institutional money for every \$3 of Federal money. Institutions receiving funds under the Medical Library Assistance Act of 1965 (Public Law 89-291) are not eligible for funds under this act.

Legal authorization.—Higher Education Act of 1965, title II, part A.

Obligations, fiscal year 1967.—Operating, \$24,506,687; administrative costs not separately determinable; total, \$24,506,687, exclusive of administration.

34. COMMUNITY SERVICE AND CONTINUING EDUCATION

Purpose.—The purpose of this service is to assist in the solution of community problems by strengthening the community service programs of colleges and universities.

History and description.—The community service and continuing education program is authorized under the Higher Education Act of 1965. The act requires that State agencies or institutions administer the programs in accordance with State plans which are submitted to, and approved by, the U.S. Commissioner of Education. The Federal share was 75 percent in the fiscal year 1967. The amount of the State allotment is based on a statutory formula.

Legal authorization.—Higher Education Act of 1965 (Public Law 89-329), title I.

Obligations, fiscal year 1967.—Operating, \$9,755,002; administrative included in other administrative costs and not separately determinable; total \$9,755,002, exclusive of administration.

35. CONSTRUCTION OF GRADUATE FACILITIES

Purpose.—The purpose of this program is to help finance graduate academic facilities—classrooms, laboratories, libraries, and other facilities—to keep pace with graduate student enrollments.

History and description.—Under title II of the Higher Education Facilities Act of 1963 grants of up to one-third of cost may be awarded for graduate school facilities or for cooperative graduate centers. An appropriation of \$60 million was made for each of the fiscal years 1965, 1966, and 1967 for the graduate facilities program. A total of 259 grants have been awarded to 146 different academic institutions. The \$180 million for the 3 years was part of a total estimated construction cost of about \$938 million or approximately 19 percent of the total construction cost of the buildings.

Legal authorization.—Title II, Higher Education Facilities Act of 1963 (Public Law 88-204), as amended.

Obligations, fiscal year 1967.—Operating, \$60 million; administrative included with administration of the basic statutory function of the Office of Education; total \$60 million, exclusive of administration.

36. FACULTY DEVELOPMENT IN EDUCATIONAL MEDIA

Purpose.—The purpose of this program is to enhance the proficiency of faculty personnel in the use of educational media in undergraduate institutions.

History and description.—This program enables the Commissioner of Education to award funds to colleges and universities to operate workshops and institutes for individuals who are, or are preparing to be: (1) faculty members using educational media in undergraduate instruction, or (2) specialists in educational media, or librarians or

other specialists who use such media for predominantly the benefit of undergraduate instruction.

Legal authorization.—Title VI, part B, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$2,500,000; administrative included in other administrative costs and not separately determinable; total \$2,500,000 exclusive of administration.

37. GRANTS FOR CONSTRUCTION OF UNDERGRADUATE ACADEMIC FACILITIES

Purpose.—The purpose of this program is to provide grant assistance to public and private colleges and universities in the construction and rehabilitation of academic facilities needed to expand enrollment capacity or capacity for on-campus extensions and continuing education programs.

History and description.—To help the Nation's colleges and universities cope with increasing enrollments, the Congress enacted the Higher Education Facilities Act of 1963. Title I of this act authorizes Federal grants to assist in the construction or improvement of academic facilities, including classrooms, laboratories, libraries, and related facilities. Projects may not include facilities intended primarily for events for which admission is charged, or which are to be used for religious instruction or worship. Grants of up to 40 percent of the project development cost may be awarded to public community colleges and public technical institutes; and grants of up to 33½ percent of the project development cost may be awarded to all other undergraduate institutions. Twenty-three percent of the funds appropriated for this title are for the use of public community colleges and public technical institutes, with the balance for other installations.

Legal authorization.—Title I, Higher Education Facilities Act of 1963 (Public Law 88-204).

Obligations, fiscal year 1967.—Operating, \$447,076,000; administrative included in other administrative costs and not separately determinable; total \$447,076,000 exclusive of administration.

38. IMPROVEMENT OF UNDERGRADUATE INSTRUCTION

Purpose.—The purpose of this program is to improve the quality of classroom instruction in selected subject areas in institutions of higher education.

History and description.—The instructional equipment program is authorized under title VI, part A of the Higher Education Act of 1965. This title provides grants on a matching basis for the acquisition of laboratory and other special instructional equipment and materials, including audiovisual materials and equipment, and related minor remodeling. Also included is closed circuit direct instruction television equipment, materials, and minor remodeling. The Federal share may be for up to 50 percent of project costs; or upon proof of extreme need, may be increased up to 80 percent.

Legal authorization.—Title VI, part A, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$14,406,758; administrative included in other administrative costs and not separately determinable, total \$14,406,758, exclusive of administration.

39. SUPPORT FOR LAND-GRANT COLLEGES AND UNIVERSITIES

Purpose.—The purpose of this program is to provide for the continued support of those institutions of higher education known as land-grant colleges and universities.

History and description.—A land-grant college is an institution of higher education designated by a State legislature as eligible for the benefits of the first Morrill Act of 1862 or the second Morrill Act of 1890. The purpose of the original act was to insure the development in each State of at least one college "to teach such branches of learning as are related to agriculture and the mechanic arts." The first Morrill Act provided grants of land to each State, the sale of which would provide a perpetual endowment fund for one or more institutions. The second Morrill Act, as amended in 1907, and the Bankhead-Jones Act now provide annually a total of \$200,000 for each State and Puerto Rico and a proportionate part of \$4,300,000, based on population. Expenditures from these funds are limited to instruction and facilities for instruction (machinery, textbooks, etc.) in agriculture, mechanic arts, English, mathematics, natural and physical sciences, economic sciences, and special preparation of teachers. No portion of the endowment income or of the supplementary funds may be applied to the purchase, erection, preservation, or repair of buildings or to the purchase of land.

Legal authorization.—Morrill Act of 1862 (12 Stat. 503); second Morrill Act of 1890 (16 Stat. 417); Nelson Amendment of 1907 (Public Law 59-242); Bankhead-Jones Act of 1935 (Public Law 74-182, as amended by Public Law 82-390 and Public Law 86-658).

Obligations, fiscal year 1967.—Operating \$14,500,000; administrative included in other administrative costs and not separately determinable; total \$14,500,000 exclusive of administration.

40. LIBRARY TRAINING

Purpose.—The purpose of this program is to make grants to institutions of higher education to assist them in training persons in librarianship.

History and description.—The library training title of the Higher Education Act of 1965 was designed to foster the development of training through fellowships. Federal contributions for student aid annually are as follows: \$2,200 per master's candidate (plus \$600 per dependent); \$5,000 per post-master's or Ph. D. candidate (plus \$600 per dependent). The training institution receives up to \$2,500 per fellow to help defray the cost of instruction. In addition, stipends are allowed for summer study at the rate of \$75 per week (not to exceed \$450) for master's level and \$170 per week (not to exceed \$1,020) for post-master's and doctoral level (plus \$120 per dependent at all levels). The institution receives up to \$500 per fellow for summer study. Authorization of appropriations ends fiscal year 1970.

Legal authorization.—Higher Education Act of 1965, title II, part B (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$3,733,250; administrative included in other administrative costs and not separately determinable; total \$3,733,250 exclusive of administration.

41. LOANS FOR CONSTRUCTION OF ACADEMIC FACILITIES

Purpose.—The purpose of this program is to provide loan assistance to public and private colleges and universities for the construction of undergraduate and graduate facilities—including acquisition and rehabilitation of existing structures as well as new construction.

History and description.—Title III of the Higher Education Facilities Act of 1963 provides loan funds for construction or improvement of academic facilities, including classrooms, laboratories, libraries, and related facilities. Projects may not include facilities intended primarily for events to which admission is charged, gymnasiums other than those used for physical education, or "schools or departments of divinity." Loans under this program may not exceed 75 percent of the eligible project development cost. No State may receive more than 12½ percent of the total appropriation for any fiscal year. Interest rate on such loans is now set at 3 percent.

Legal authorization.—Title III, Higher Education Facilities Act of 1963 (Public Law 88-204).

Obligations, fiscal year 1967.—Operating, \$199,992,000, administrative included in other administrative costs and not separately determinable; total \$199,992,000 exclusive of administration.

42. STRENGTHENING DEVELOPING INSTITUTIONS

Purpose.—The purpose of title III of the Higher Education Act of 1965 is to provide assistance in raising the academic quality of colleges which are termed "developing institutions."

History and description.—"Developing institutions" are those which have the desire and potential to make a substantial contribution to higher education in the Nation, but, for financial and other reasons, are isolated from the main currents of academic life and are struggling for survival. To assist such institutions, title III enables the U.S. Commissioner of Education (1) to encourage and assist in the establishment of cooperative arrangements under which these colleges may draw on the talent and experience of our finest colleges and universities, and on the educational resources of business and industry, in their effort to improve their academic quality; and (2) to establish a national teaching fellowship program.

The principal limiting restriction for eligibility in title III support is that the applicant must be a "developing institution." Another restriction is that (except for unilateral national teaching fellowships) the assistance must be in support of a cooperative arrangement. The cooperative arrangement may involve the developing institution with either: (a) stronger institutions, (b) with other developing institutions in a consortium arrangement, or (c) with established business concerns.

Legal authorization.—Title III, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$30,000,000, administrative included in other administrative costs and not separately determinable; total \$30,000,000 exclusive of administration.

International Education

43. FOREIGN LANGUAGE TRAINING AND AREA STUDIES

Purpose.—The purpose of this program is to improve U.S. instruction in modern foreign languages and related area studies by providing opportunities for American students and educators to engage in research and study overseas and by enabling foreign educators to participate in language and area studies in the United States.

History and description.—Section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) authorized funds for the support of "modern foreign language training and area studies in U.S. schools, colleges, and universities * * *". Beginning in the fiscal year 1966 foreign currency funds, authorized by Public Law 83-480, have supplemented Fulbright-Hays dollars for the support of overseas projects.

Foreign language training and area studies projects fall into five major categories for which separate competitions are held: (1) Graduate fellowship program—overseas research and study undertaken by advanced graduate students of language and area studies; (2) Center faculty fellowship program—overseas research by faculty members of NDEA language and area centers; (3) Research/study program—overseas research and study by secondary school specialists and college instructors and assistant professors; (4) Foreign studies extension program—group and individual overseas projects undertaken by institutions of higher education (often in cooperation) including undergraduate, graduate and faculty study programs, the establishment of research and study centers, the acquisition and/or preparation of teaching materials, and visits by faculty members to establish academic relationships with their foreign counterparts; (5) Foreign curriculum specialist program—the utilization of foreign curriculum specialists by State departments of education, school systems, and colleges and universities in their domestic curriculum planning and development activities. Since 1964 \$9,302,722 (including \$1,309,839 in foreign currency funds) has supported 1,628 grants.

Legal authorization.—Section 102(b)(6), Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256), as amended by the International Education Act of 1966; Section 104(k), the Agricultural Trade Development and Assistance Act (Public Law 83-480).

Obligations, fiscal year 1967.—Operating, \$3 million in U.S. currency for grants; \$823,467 in foreign currency for grants; total obligation for grants, \$8,823,467; administrative included in other administrative costs and not separately determinable; total, \$3,823,467, exclusive of administration.

44. INTERNATIONAL TEACHER DEVELOPMENT

Purpose.—The purpose of this program is to provide opportunities for foreign educators to gain a knowledge of elementary and second-

ary school methods, curricula, and organization in the United States through seminars, observation in selected schools, travel, and participation in typical school and community activities.

History and description.—In 1944, the Office of Education, in co-operation with the Department of State, initiated this program. It applied only to the Latin-American area and involved the training of foreign teachers in elementary, secondary, and vocational education; English as a second language; school administration; and other specialized fields. Later, Public Law 79-584, and Public Law 80-402, extended the program on a worldwide basis. Legislative authority for the program was consolidated and enlarged by Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961, known as the Fulbright-Hays Act.

Grants are competitive and are made to foreign nationals on the basis of individual applications and within country quotas. Applications are received by American embassies and U.S. educational commissions and foundations abroad and forwarded to the Office of Education. Award decisions are made by the Board of Foreign Scholarships. Grants include maintenance, tuition, transportation, and book allowance.

Legal authorization.—Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256), September 21, 1961 (75 Stat. 527), as amended by Public Laws 87-565 August 1, 1962, part IV, section 403 (76 Stat. 263); and 87-793, October 11, 1962, section 1001(j), (76 Stat. 865)—22 U.S.C. 2451.

Obligations, fiscal year 1967.—Funds transferred from the Department of State. Operating, \$890,348; administrative funds of \$484,717 include both teacher development and teacher exchange programs; total not determinable.

45. INTERNATIONAL TEACHER EXCHANGE

Purpose.—The purpose of this exchange is to promote international understanding by affording: (1) U.S. teachers opportunity to teach abroad for 1 year in a foreign school system; (2) U.S. elementary and secondary teachers opportunity to study abroad during the summer months in seminars; and (3) foreign teachers opportunity to teach for 1 year in the United States.

History and description.—Teacher exchange as a U.S. Government-sponsored program began with Great Britain in 1946 before there was a program under Public Law 79-584 (Fulbright Act). Now, interchanges are carried on with 13 countries and American teachers go on one-way assignments to approximately 30 additional countries or dependencies. Teachers from a few countries also have come on one-way assignments to the United States. In addition, there are summer seminars for American teachers of modern foreign languages held in Germany and Spain, and in Italy a seminar is held each summer for teachers of Latin or the classics.

Teachers who are U.S. citizens apply for positions announced each year by the U.S. Office of Education. Foreign teachers apply under procedures operative in their particular countries. The U.S. Office of Education reviews applications and recommends panels to the Department of State for presentation to the Board of Foreign Scholarships, which makes selections.

Legal authorization.—Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256), September 21, 1961 (75 Stat. 527), as amended by Public Laws 87-565, August 1, 1962, part IV, section 403 (76 Stat. 263), and 87-794, October 11, 1962, section 1001(j), (76 Stat. 865)—22 U.S.C. 2451.

Obligations, fiscal year 1967.—Funds transferred from Department of State. Operating, \$75,752; administrative funds of \$484,717 include both teacher development and teacher exchange programs; total not determinable.

46. INTERNATIONAL TECHNICAL ASSISTANCE

Purpose.—The purpose of this program is to provide grants for foreign educators to come to the United States for further training in order to strengthen the education systems of newly emerging and underdeveloped countries.

History and description.—The program represents a continuation and expansion of organized international training programs in the United States under bilateral auspices. Antecedents of the program began before World War II. Currently, the training is carried out under technical cooperation and development grants authorized by amended legislation which originally was known as the Act for International Development of 1961. Funds are provided by the Agency for International Development (AID) to the Office of Education. Individual programs arranged by the Office are for training within the United States which is pertinent to projects carried out in the particular foreign country under binational agreement. Grants are made on the basis of approved applications and AID notification of quotas.

Legal authorization.—Act for International Development of 1961 (Public Law 87-195), September 4, 1961, title II, sections 211(a) and (b) and 212 (75 Stat. 427), as amended by Public Laws 87-565, August 1, 1962, part I, section 103(b) (76 Stat. 256); 88-205, December 16, 1963, part I, section 103(a) (77 Stat. 381); 88-633, October 7, 1964, part I, section 102(b) (78 Stat. 1009); and 89-171, September 6, 1965, part I, section 103(a) (79 Stat. 654)—22 U.S.C. 2171.

Obligations, fiscal year 1967.—Operating and administrative not separable; total \$2,147,142. Funds transferred from Agency for International Development.

47. AID FOR LANGUAGE AND AREA CENTERS

Purpose.—This program assists American colleges and universities in the development of educational resources in foreign language and area studies.

History and description.—Through this program, which was authorized by title VI of the National Defense Education Act of 1958, colleges and universities receive funds for the establishment and operation of language and area centers. Each center focuses on a specific geographic region and offers instruction in the languages and cultures of that area. Since 1959, the first year of the grant program, 106 centers at 63 institutions have been supported. The areas of specialization of these centers cover every major geographic region, but special

emphasis has been placed on those languages and cultures in which U.S. instruction has been most inadequate. Beginning in 1963 the program was expanded to include the support of summer language programs which have provided additional opportunities for students to receive instruction in uncommon languages.

Legal authorization.—Title VI, National Defense Education Act of 1958 (Public Law 85-864), as amended by the 88th Congress and by the International Education Act of 1966.

Obligations, fiscal year 1967.—Operation of 106 centers, \$5,647,157; operation of 21 summer language programs, \$482,843; administrative included in other administrative costs and not separately determinable; total \$6,130,000 exclusive of administration.

48. MODERN FOREIGN LANGUAGE FELLOWSHIPS

Purpose.—The purpose of these fellowships is to encourage capable students to specialize in language and area studies, by this means to promote the efforts of colleges and universities to produce the experts needed in education, government, and business.

History and description.—Authorized by title VI of the National Defense Education Act of 1958, this program was implemented in 1959 with \$500,000 supporting 171 graduate fellowships in six critical languages (Arabic, Chinese, Hindi, Japanese, Portuguese, and Russian). In 1963 a special postdoctoral program was established in order to provide opportunities for faculty members of 4-year colleges developing language and area studies programs to receive special training in this field. In 1963 the program supported the first undergraduate summer stipends for study in NDEA-supported intensive language programs. Since 1959 approximately 8,800 graduate, 1,700 undergraduate (summer), and 128 postdoctoral fellowships in more than 90 foreign languages and related area studies have been supported.

Academic year awards include a basic stipend (\$2,250), tuition, travel, and a dependents' allowance. Summer stipends provide a maintenance allowance based on \$400 for an 8-week term, tuition and fees, and round trip transportation.

Legal authorization.—Title VI, National Defense Education Act of 1958 (Public Law 85-864), as amended by the 88th Congress and the International Education Act of 1966.

Obligations, fiscal year 1967.—Operating, \$6,329,567 for graduate fellowships; \$449,386 for undergraduate summer stipends; \$91,047 for postdoctoral awards; administrative included in other administrative costs and not separately determinable; total \$6,870,000 exclusive of administration.

49. TEACHER DEVELOPMENT AND INSTRUCTIONAL ENRICHMENT PROGRAMS

Purpose.—The purpose of these programs is to provide opportunities for U.S. elementary and secondary school teachers, curriculum directors, and school administrators to study and observe educational programs of selected foreign countries.

History and description.—These programs were initiated in 1966. Grants were made available for teachers, supervisors, or curriculum directors of elementary and/or secondary school social science and

administration at the local, county, or State levels to participate in seminars on Indian history, institutions, and culture in India.

The academic program of the seminars has emphasized educational materials, lectures on the geography, history, and social and economic life of India. The seminars of 6 weeks have been followed by 2 weeks of travel in India.

The costs of round-trip transportation from the grantee's permanent address and tuition are included in the grant. Also, insurance, baggage allowance, book and educational materials allowance, and a maintenance allowance in rupees is included. Grants are implemented through direct and competitive recruitment by the Office of Education through nationwide competition.

Legal authorization.—Agricultural Trade Development and Assistance Act of 1954 (Public Law 83-480), July 10, 1954 (68 Stat. 454), after pertinent amendments began to be made. Specifically, Mutual Security Act of 1958 (Public Law 85-477), June 30, 1958, added subsection (k) to title I, section 104 (72 Stat. 275). Public Law 86-108, July 24, 1959, amended (k) as a subsection (73 Stat. 258). Public Law 86-341, September 21, 1959, amended subsection (k). (73 Stat. 607)—7 U.S.C. 1704.

Obligations, fiscal year 1967.—Operating, \$210,000; administrative included in other administrative costs and not separately determinable; total \$210,000 exclusive of administration.

Student Aid

50. COLLEGE WORK-STUDY

Purpose.—The purpose of this program is to stimulate and promote the part-time employment of students, particularly those from low-income families, who are in need of the earnings from such employment in order to pursue courses of study at institutions of higher education.

History and description.—College work-study is authorized under title I, part C, of the Economic Opportunity Act of 1964, as amended. The Higher Education Act of 1965 transferred responsibility for the administration of the program to the Office of Education. Under this program students have been given jobs as archeology assistants, cafeteria helpers, hospital orderlies, laboratory assistants, library aides, local government assistants, maintenance workers, playground supervisors, teachers' assistants, et cetera. With few restrictions, students may be employed in almost any job which needs to be done and which an institution could not otherwise get done because of a lack of funds.

The Federal Government paid 90 percent of the wages of the student employees prior to August 20, 1967. On that date, the Federal share changed to 85 percent, with additional decreases of 5 percent per year scheduled until an eventual level of 75 percent is reached. Wage rates vary as appropriate and reasonable in light of such factors as type of work performed, geographical region, and proficiency of the employee. The minimum wage is that provided by the Fair Labor Standards Act of 1938, as amended.

Legal authorization.—Title I, part C, of the Economic Opportunity Act of 1964 (Public Law 88-452), as amended.

Obligations, fiscal year 1967.—Operating, \$134,100,000; administrative included with administration of the basic statutory function of the Office of Education, not separately determinable; total \$134,100,000 exclusive of administration.

51. EDUCATIONAL OPPORTUNITY GRANTS

Purpose.—The purpose of this program is to provide, through institutions of higher education, grants to assist in making higher education financially possible for students of exceptional financial need who could not otherwise afford to go to college.

History and description.—The program began its first year of operation in the fall of 1966. Grants are made to eligible students for each of the 4 years of undergraduate study in amounts ranging from \$200 to \$800, as determined by the financial ability of the student and his family and by the cost of attending the institution. In addition, any student who ranks in the upper half of his class at an institution of higher education during the preceding academic year receives an additional \$200. Except for the \$200 award, each grant must be matched by an equal amount of aid from other specified sources; so that the student receives a package of financial assistance. Institutions participating in the program select the grant recipients and determine the amount each student needs.

The primary criterion of student eligibility is exceptional financial need, not academic achievement. Any student who is accepted for admission or is currently enrolled in a participating institution is academically eligible to receive a grant.

Legal authorization.—Title IV, part A, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$108,772,899; administrative included in other administrative costs and not separately determinable; total \$108,772,899 exclusive of administration.

52. EDUCATIONAL TALENT SEARCH

Purposes.—The purpose of this search is to identify qualified youths of exceptional financial need and encourage them to complete their secondary education and undertake postsecondary educational training; and to inform such youths of the forms of financial aid available to them for postsecondary education.

History and description.—This program is authorized under title IV, part A, section 408, Higher Education Act of 1965. The act authorizes funds for the U.S. Commissioner of Education to enter into contracts to encourage full utilization of educational talent. Forty-two contracts were supported with fiscal year 1966 funds, and 50 from the fiscal year 1967 appropriation.

Legal authorization.—Title IV, part A, section 408, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$2,492,280; administrative included with administration of the basic statutory function of the Office of Education and not separately determinable; total not determinable; total \$2,492,280 exclusive of administration.

53. LOANS FOR CUBAN STUDENTS

Purpose.—The purpose of this program is to make available long-term, low-interest loans to Cuban nationals in the United States, who are unable to receive support from sources within Cuba as a result of actions by the Cuban Government, and who are without sufficient resources in the United States to finance their education in an institution of higher education.

History and description.—The loan program for Cuban students is authorized under Public Law 87-510, Migration and Refugee Assistance Act of 1962. The act provided a legislative base for assistance to Cuban and other refugees from nations of the Western Hemisphere, and authorized appropriations for such assistance. The loan fund is established by the U.S. Government at the participating institution, based on the institution's request for funds for a specific number of borrowers. There are no matching requirements.

Loans advanced to a student for full-time study in an academic year or its equivalent may not exceed a total of \$2,500 to professional or graduate students, or \$1,000 to all other students. The total of all loans may not exceed \$10,000 for the graduate or professionals, \$5,000 for all others. The borrower must sign a promissory note for each loan. Loans are repayable directly to the U.S. Office of Education in equal annual installments over a 10-year period beginning a year following the beginning of the repayment period, or 24 months from the date the borrower ceases to be a full-time student. Interest at the rate of 3 percent accrues from the beginning of the repayment period.

Legal authorization.—Migration and Refugee Assistance Act of 1962 (Public Law 87-510).

Obligations, fiscal year 1967.—Operating, \$3,260,961; administrative, none; total \$3,260,961.

54. LOANS TO VOCATIONAL STUDENTS

Purpose.—The purpose of this program is to encourage States and nonprofit private institutions and organizations to establish adequate loan insurance programs for students in eligible trade and technical schools, to provide a Federal program of student loan insurance for students who do not have reasonable access to a State or private nonprofit program of student loan insurance, and to pay a portion of the interest on insured loans to qualified students under the Act.

History and description.—The program began on October 22, 1965, with the passage of the National Vocational Student Loan Insurance Act of 1965. The legislation provides that the benefits of this program are to be made retroactive on loans made to students under guarantee loan programs administered by States or private nonprofit agencies with which the Commissioner has an agreement to the date of passage of the act. Guarantee loan programs vary from State to State. Generally, a student may borrow up to \$1,000 a year depending upon the regulations of the loan program of his State agency.

The Federal Government will pay interest charges on behalf of student borrowers from families with adjusted annual incomes of less than \$15,000. Eligible lenders may be banks, credit unions, savings and loan associations, insurance companies, or schools themselves.

Legal authorization.—The National Vocational Student Loan Insurance Act of 1965 (Public Law 89-287).

Obligations, fiscal year 1967.—Operating, advances for State and nonprofit guarantee agencies—\$297,671; interest payments on insured loans—\$4,707; administrative included in other administrative costs and not separately determinable; total, \$302,378 exclusive of administration.

55. LOW INTEREST STUDENT LOANS

Purpose.—The purpose of this program is to enable the U.S. Commissioner of Education to encourage States and nonprofit private institutions and organizations to establish adequate loan insurance programs for students in eligible institutions of higher education, to provide a Federal program of student loan insurance for students who do not have reasonable access to a State or private nonprofit program of student loan insurance, and to pay a portion of the interest on insured loans to qualified students under the act. Loans are made for educational expenses to undergraduate and graduate students enrolled in eligible institutions of higher education.

History and description.—The program began on November 8, 1965, with the passage of the Higher Education Act of 1965. The legislation provides that the benefits of this program are to be made retroactive on loans made to students under guaranteed loan programs administered by States or private nonprofit agencies with which the Commissioner has an agreement to the date of passage of the act. Guaranteed loan programs vary from State to State. Generally, a student may borrow up to \$1,500 a year depending upon his year in college and the regulations of the loan program of his State agency.

The Federal Government will pay interest charges on behalf of student borrowers from families with adjusted annual incomes of less than \$15,000. Eligible lenders may be banks, credit unions, savings and loan associations, insurance companies, or colleges themselves.

Legal authorization.—Title IV, part B, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, advances for State and nonprofit guarantee agencies—\$10,215,346; interest payments on insured loans—\$5,416,971; administrative included in other administrative costs and not separately determinable; total, \$15,632,317 exclusive of administration.

56. NATIONAL DEFENSE STUDENT LOANS

Purpose.—The aim of this program is to provide for establishment at institutions of higher education of funds for long-term, low-interest loans to qualified students in need of financial assistance to pursue a course of study on at least a half-time basis at such institutions.

History and description.—The national defense student loan program was authorized under title II of the National Defense Education Act of 1958, and was scheduled to operate for a period of 8 years. Under subsequent legislation, as of the time of this writing there can be no new or first-time borrowers after June 30, 1968, but students who borrowed prior to that date will be eligible for additional loans until June 30, 1972. A proposed amendment under consideration by the Congress at the time of this writing would extend the program an additional 5 years.

The 1958 act authorizes funds for the establishment of loan funds at colleges and universities in the Nation so that undergraduate and graduate students may borrow on reasonable terms to pursue their courses of study in such institutions. Eligible undergraduate students may borrow a maximum of \$1,000 in any academic year or its equivalent, and a total of \$5,000 during the course of their undergraduate studies.

Graduate and professional students may borrow up to \$2,500 in any academic year or its equivalent with a limit of \$10,000 for combined undergraduate and graduate study. Loan repayment is made over a 10-year period commencing 9 months after a student borrower ceases to be enrolled on at least a half-time basis. Interest is at the rate of 3 percent per annum on the unpaid principal balance and begins to accrue 9 months from the date a student ceases half-time study.

A borrower who becomes a full-time teacher in a public or other nonprofit elementary or secondary school or in an institution of higher education, is entitled to partial cancellation of his loan at the rate of 10 percent of his loan for each year of teaching up to a maximum of 50 percent of the total loan. Teachers serving in schools designated by the Commissioner as having a high concentration of children from low-income families or teachers of the handicapped may receive cancellation at the rate of 15 percent yearly up to 100 percent of the total loan.

Legal authorization.—Title II, National Defense Education Act of 1958 (Public Law 85-864).

Obligations, fiscal year 1967.—Operating, \$176,316,012; administrative included in other administrative costs and not separately determinable; total \$176,316,012 exclusive of administration.

Teacher Training

57. FINANCING ADVANCED STUDY INSTITUTES

Purpose.—The purpose of this program is to upgrade the qualifications of elementary and secondary school teachers and other educational personnel, and to stimulate the improvement of teacher training programs in colleges and universities.

History and description.—The program of institutes for teachers of modern foreign languages, originally authorized by title VI (language development program) of the National Defense Education Act of 1958, was replaced in 1964 by a new title XI which authorized institutes in various subject areas. Subsequent amendments have brought the number of fields in which institutes are offered to 12: history, reading, geography, economics, civics, industrial arts, international affairs, reading, English, English for speakers of other languages, modern foreign languages, and for educational media specialists and teachers of disadvantaged youth.

The costs of the institutes are borne by the Federal Government. Participants from elementary or secondary schools receive stipends of \$75 a week and \$15 for each dependent. No travel allowance is provided.

Legal authorization.—Title XI, National Defense Education Act of 1958 (Public Law 85-864), as amended.

Obligations, fiscal year 1967.—Operating, \$28,327,933; administrative included in other administrative costs and not separately determinable; total \$28,327,933 exclusive of administration.

58. FINANCING ARTS AND HUMANITIES INSTITUTES

Purpose.—The purpose of this program is to strengthen the teaching of the arts and humanities in elementary and secondary schools by improving the qualifications of teachers, supervisors, and trainers of teachers.

History and description.—The arts and humanities institute program is authorized under section 13 of the National Foundation on the Arts and Humanities Act of 1965. The act authorized funds for establishing such institutes. By the summer of 1967, 23 arts and humanities institutes had been conducted under this program. The costs of the institutes are borne by the Federal Government. Participants from elementary or secondary schools receive stipends of \$75 a week and \$15 for each dependent. No travel allowance is provided.

Legal authorization.—Section 13, National Foundation on the Arts and Humanities Act of 1965 (Public Law 89-209).

Obligations, fiscal year 1967.—Operating, \$452,787; administrative included in other administrative costs and not separately determinable; total \$452,787 exclusive of administration.

59. FINANCING COUNSELING AND GUIDANCE INSTITUTES

Purpose.—The purpose of this program is to increase the supply of qualified guidance and counseling personnel and to improve the competence of personnel now working in the counseling field.

History and description.—The counseling and guidance institute program is authorized under title V, part B of the National Defense Education Act. The act authorized funds for establishing short-term and regular-session counseling and guidance institutes. The costs of the institutes are borne by the Federal Government. Participants from elementary or secondary schools and from institutions of higher education, including junior colleges and technical institutes receive stipends of \$75 a week and \$15 for each dependent. No travel allowance is provided.

Legal authorization.—Title V, part B, National Defense Education Act of 1958 (Public Law 85-864), as amended.

Obligations, fiscal year 1967.—Operating, \$6,707,226; administrative included in other administrative costs and not separately determinable; total \$6,707,226 exclusive of administration.

60. FELLOWSHIPS FOR EXPERIENCED OR PROSPECTIVE TEACHERS

Purpose.—The purpose of these fellowship offerings is to improve the qualifications of persons pursuing, or planning to pursue, a career in elementary or secondary education.

History and description.—The growing demand for quality in teaching led the Congress to provide teacher fellowship programs through title V, part C of the Higher Education Act of 1965. The act authorizes 2-year study programs leading to an advanced degree other than the doctorate. Institutions selected to conduct the programs receive

payments of \$2,500 per fellow toward the cost of education. Experienced teachers from elementary or secondary schools receive stipends of \$4,000 per academic year and \$800 for each dependent. Prospective teachers receive \$2,000 the first year and \$2,200 the second academic year, plus \$400 per year per dependent. Additional support is available for summer study under both programs.

Legal authorization.—Title V, part C, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$24,920,000; administrative included in other administrative costs and not separately determinable; total \$24,920,000 exclusive of administration.

61. INSTITUTIONAL ASSISTANCE GRANTS

Purpose.—The purpose of these grants is to assist institutions to develop and strengthen graduate teacher training programs that prepare persons for careers in elementary and secondary education.

History and description.—The growing demand for quality in teaching led the Congress in 1965 to legislate this program in conjunction with the graduate teacher fellowship program. Grants are awarded on a cost-sharing basis for 1, 2, or 3 years to strengthen and develop approved teacher fellowships. Funds may be used for faculty development, library resources, student teaching projects, teaching materials, program evaluation, faculty projects, and interinstitutional arrangements.

Legal authorization.—Title V, part C, Higher Education Act of 1965 (Public Law 89-329).

Obligations, fiscal year 1967.—Operating, \$5 million; administrative included in other administrative costs and not separately determinable; total \$5 million exclusive of administration.

62. NATIONAL DEFENSE GRADUATE FELLOWSHIPS

Purpose.—These fellowship offerings have a threefold purpose: (1) to increase the number of qualified college teachers by assisting doctoral students preparing for an academic career, (2) to encourage the development and full utilization of graduate programs leading to the doctorate, and (3) to promote a wider geographical distribution of such programs in the Nation.

History and description.—The National Defense graduate fellowship program is authorized under title IV of the National Defense Education Act. Fellowships are normally 30-year awards. Each award provides a stipend of \$2,000 for the first academic year of study, \$2,200 for the second, and \$2,400 for the third, with an allowance of \$400 a year for each dependent. An additional stipend of \$400, plus \$100 for each dependent, is available for summer study. The program also provides a \$2,500 cost-of-education allowance annually to the institution for each fellow on campus to pay for instructional expenses. This allowance is in lieu of tuition and fees; it is reduced by the amount of any tuition charged to the fellow.

Legal authorization.—Title IV, National Defense Education Act of 1958, as amended (Public Law 88-665).

Obligations, fiscal year 1967.—Operating, \$80,842,000; administrative included in other administrative costs and not separately determinable; total \$80,842,000 exclusive of administration.

63. SUPPORT OF THE TEACHER CORPS

Purpose.—The purpose of the Teacher Corps is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation.

History and description.—The Teacher Corps was established by act of Congress in 1965 as the National Teacher Corps, in the Office of Education.

The Teacher Corps awards grants to colleges and universities to train inexperienced graduates of liberal arts colleges as teachers of educationally and economically disadvantaged children. Grants are awarded to local education agencies with heavy concentrations of children from low-income areas to pay the salaries of Teacher Corps members.

The original legislation authorized national recruitment and selection of experienced teacher team leaders, and inexperienced teacher-interns. Subsequent amendments under new authorization contained in the Education Professions Development Act of 1967 (Public Law 90-35) reserved recruitment and selection to the local university and school programs, while vesting recruiting support in the U.S. Commissioner of Education.

Four to six teacher-interns supervised by an experienced team leader serve 2 years in a local school system while they earn a master's degree in education and State certification. The university provides specially designed education courses during preservice and inservice training.

Legal authorization.—Title V, part B, Higher Education Act of 1965 (Public Law 89-329), Education Professions Development Act of 1967, as amended.

Obligations, fiscal year 1967.—Operating, \$11,305,590; administrative included with administration of the basic statutory function of the Office of Education and not separately determinable; total \$11,305,590 exclusive of administration.

Other Educational Programs

64. AID FOR EDUCATIONAL TELEVISION FACILITIES

Purpose.—The purpose of this program is to aid, through matching grants, in the construction of educational television broadcasting facilities.

History and description.—The Educational Television Facilities Act of 1962 provided matching funds for construction and expansion of noncommercial educational television broadcast facilities in order to stimulate use of this medium. Public Law 89-4 made stations serving areas under the Appalachian Regional Development Act of 1965 eligible for additional assistance.

Awards have been made on a project basis and the Federal share has ranged from 50 percent to 75 percent of the project cost. Grants have been made directly to the State agency or officer responsible for supervising public elementary or secondary education, the State educational television agency, a college or university supported by tax revenues,

or a nonprofit foundation, corporation or association qualified to be licensed by the Federal Communications Commission.

Legal authorization.—Public Law 87-447 and Public Law 89-4.

Obligations, fiscal year 1967.—Operating, \$8,734,132; administrative, \$260,000; total \$8,994,132.

65. GRANTS FOR GUIDANCE, COUNSELING, AND TESTING

Purpose.—The purpose of this program is to provide grants to State agencies to: (a) assist in establishing and maintaining programs of guidance, counseling, and testing in elementary and secondary schools and junior colleges and technical institutes; (b) identify students with outstanding aptitudes and ability and provide guidance and counseling on courses of study best suited to ability, aptitudes, and skills; (c) advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields; and (d) encourage students with outstanding aptitudes and ability to complete secondary school, take the necessary courses for admission to institutions of higher education, and enter such institutions.

History and description.—The National Defense Education Act of 1958 authorized the program through fiscal year 1962. "State" was defined to include the Canal Zone and 54 of the 55 major political subdivisions of the Nation (American Samoa the exception). The program was activated in fiscal year 1959, when initial funds became available. An increase in funds and an extension through fiscal year 1964 were authorized on October 3, 1961, by Public Law 87-344.

On December 18, 1963, Public Law 88-210 changed the definition of "State" by adding American Samoa, and authorized both an extension of the program for another year and an increase in support. The program was extended through fiscal year 1968 by authorization in the National Defense Education Act Amendments of 1964 which also increased the amount of funds which might be appropriated. So far, as of the time of this writing, the Canal Zone and American Samoa have not participated.

Legal authorization.—National Defense Education Act of 1958 (Public Law 85-864), September 2, 1958, title V, part A and title X, section 1008 (72 Stat. 1592 and 1605) as amended by Public Laws 87-344, October 3, 1961, section 204 (75 Stat. 760); 88-210, December 18, 1963, part B, section 21 and 25 (77 Stat. 415 and 417); and 88-665, October 16, 1964, sections 501-504 (78 Stat. 1105)—20 U.S.C. 481-485 and 588.

Obligations, fiscal year 1967.—Operating, \$24,460,000; administrative included with administration of the basic statutory function of the Office of Education and not separately determinable; total \$24,460,000 exclusive of administration.

66. AID FOR INTERLIBRARY COOPERATION

Purpose.—The purpose of this program is to provide Federal assistance in the systematic and effective coordination of the resources of school, public, academic, and special libraries and special information centers for improved services of a supplementary nature to the special clientele served by each type of library or center.

History and description.—Title III of the Library Services and Construction Act authorizes the appropriation of Federal funds to aid in the expansion of cooperative library programs, facilitating the exchange of resource materials among communities. In fiscal year 1967 the Federal Government's share was 100 percent. During the succeeding years of the program such share will be decreased to 50 percent. The share is based on a statutory formula. Authorization for appropriations ends June 30, 1971.

Legal authorization.—Library Services and Construction Act (Public Law 88-269), as amended.

Obligations, fiscal year 1967.—Operating, \$352,000 obligated for planning only; administrative included with other administrative costs and not separately determinable; total \$352,000 exclusive of administration.

67. AID FOR PUBLIC LIBRARY CONSTRUCTION

Purpose.—The purpose of this program is to provide Federal aid in the construction of public libraries.

History and description.—A title of the Library Services and Construction Act, as amended, authorizes the Federal Government to grant funds on the basis of statutory formula in order to encourage State construction of public library facilities. The Federal share ranges from 33 to 66 percent of the moneys expended for the project. Authorization for appropriations ends June 30, 1971.

Legal authorization.—Library Services and Construction Act (Public Law 88-269), as amended.

Obligations, fiscal year 1967.—Operating, \$24,582,507; administrative included with other administrative costs and not separately determinable; total \$24,582,507 exclusive of administration.

68. AID FOR PUBLIC LIBRARY SERVICES

Purpose.—The purpose of this program is to expand public library facilities to areas without services or with inadequate services.

History and description.—The first Library Services Act was passed in 1956, but was limited to areas of less than 10,000 population. The Library Services and Construction Act extended benefits to urban and suburban areas. Title I of the act authorizes improvement and extension of library services and assists in providing specialized State services. Funds are allocated by a statutory formula. The Federal share under this title ranges from 33 to 66 percent. Authorization for appropriations ends June 30, 1971.

Legal authorization.—Library Services and Construction Act (Public Law 88-269), as amended.

Obligations, fiscal year 1967.—Operating, \$34,934,538; administrative included with other administrative costs and not separately determinable; total \$34,934,538 exclusive of administration.

69. GRANTS FOR TRAINING FOR RYUKYUANS

Purpose.—The purpose of these grants is to provide opportunities for Ryukyuans to observe and study in the United States and to strengthen the education system and the economy of the Ryukyu Islands.

History and description.—Current programs are outgrowths of an authorization related to Government and relief in occupied areas by Public Law 80-793. The Department of the Army transfers funds to the Office of Education for grants to Ryukyuans. Grants cover transportation, maintenance, and tuition costs.

Legal authorization.—Public Law 86-629, July 12, 1960 (74 Stat. 461) as amended by Public Law 87-746, October 4, 1962 (76 Stat. 742)—not included in United States Code.

Obligations, fiscal year 1967.—Operating, \$22,759; administrative, \$600; total, \$23,359.

C. PUBLIC HEALTH SERVICE (PHS)

1. CLINICAL, PROFESSIONAL, AND ADMINISTRATIVE TRAINING

Purpose.—The purposes of this training are (1) to assure that the Public Health Service attracts and retains personnel possessing the skills, knowledge, and attributes needed for clinical, research and administrative careers that carry responsibility for the protection and improvement of the health of the people of the Nation; and (2) to offer American physicians and professional students opportunities for training in clinical and laboratory research and in the delivery of health services.

History and description.—In keeping with its broad training policy, the Public Health Service supports various types and levels of educational programs for its own personnel. Thus, inservice training is part of an extensive and continuing educational program consisting of general and specialized orientation courses for new personnel, periodic or special instruction for developing skills, and rounds of lectures and seminars planned to advance knowledge and techniques in the basic and clinical sciences. In addition, intensive professional training at any approved institution is available to selected staff for periods ranging from 3 days to a year, and sometimes longer for special training in scientific fields.

Residency training in medicine in the Public Health Service is concentrated in the Bureau of Health Services, which provides most of the direct medical care in the Service. Two Divisions of the Bureau have residency programs—the Division of Direct Health Services and the Division of Indian Health. The Division of Direct Health Services conducts residency training in seven Public Health Service hospitals. Among the schools affiliated with the seven "teaching hospitals" are Boston, University of California, Columbia, Harvard, Johns Hopkins, Maryland, Stanford, and Tulane Universities, the University of Texas, and the University of Washington. These affiliations afford teaching opportunities for members of the hospital staffs and clinical training and experience for the students. Several of the hospitals have extensive programs in research, teaching, and training in association with medical schools and with the National Institutes of Health and other parts of the Public Health Service. The Division of Indian Health, organized in the Public Health Service in 1955, has full responsibility for the health care of more than 380,000 American Indians and Alaska natives.

More than 300 physicians, together with about 100 dentists and several thousand nurses, pharmacists, sanitary engineers, medical social

workers, nutritionists, and other professional health workers are employed in the program. The three residency programs were begun in 1965.

Since the opening of this 500-bed Clinical Center, in 1953, the National Institutes of Health have provided unique opportunity for advancing the research careers of promising young physicians and scientists. Residence programs have been developed in the National Heart Institute, the Institute of Neurological Diseases and Blindness, and in the Pathology Department of the Clinical Center. Medical graduates with special qualifications may acquire additional professional training in clinical and basic research at the Clinical Center.

Clinical, research, and staff associateships are made available to young physicians who have completed their internship and one or more years of residency training at other institutions.

Under a Public Health Service commissioned officer program known as COSTEP (Commissioned Officer Student Training and Extern Program), undergraduate professional and science students may apply for career development appointments not to exceed 120 days. These appointments, which are made only to exceptionally well-qualified students, are usually for the summer months.

Legal authorization.—Public Health Service Act (42 U.S.C., ch. 6A), Public Law 85-507, 5 U.S.C. 1051-1058, chapter ZI, part 27, section 27.2, Civil Service Regulations.

Obligations, fiscal year 1967.—The Public Health Service has reported that "this figure cannot be separately identified."

2. TRAINING IN PUBLIC HEALTH WORK OF THE COMMUNICABLE DISEASE CENTER

Purpose.—The purpose of this program is to offer up-to-date training in all phases of communicable disease control to all levels of Federal, State, and local health groups, and to develop improved training practices.

History and description.—The National Communicable Disease Center (CDC) works with and through State and local health departments to control infectious disease. Its training mission is directed primarily at the needs of these departments. The Center is an outgrowth of the Malaria Control in War Areas organization established in 1942. Initially the problem was fighting malaria in and around military camps and defense plants scattered across the southern tier of the United States. As World War II came to a close, the American Society of Tropical Medicine and Hygiene recommended that the Public Health Service establish a training program on the laboratory diagnosis of parasitic infections. Training has been an integral part of the Center's mission since it was designated as such in 1946. Today this mission includes responsibility for all infectious diseases.

The Center originally conducted specialized programs for training its own personnel. The types of training provided in these programs required the production of such training aids as filmstrips, pamphlets, motion pictures, exhibits, slides, and other audiovisual media, and the development of improved training techniques. These tools and techniques later were adapted for use in the training of personnel from State and local health departments, Federal agencies, the Armed

Forces, academic institutions, schools of nursing, and industry, and also individuals from foreign countries.

During 1958, the nine field training stations were converted to State operations. PHS-CDC training consultants were assigned to seven PHS regions to provide consultation service and assistance to the States and territorial health departments in the development of their own public health training programs in the control of communicable diseases, and also to provide specific training courses and services which are not available to them for their own resources.

Legal authorization.—Public Health Service Act, as amended (42 U.S.C., ch. 6A), annual appropriation, control of communicable diseases, and assistance to States, general.

Obligations, fiscal year 1967.—Operating and administrative reported “not separable”; total, \$1,996,000.

3. RADIOLOGICAL HEALTH TRAINING SERVICES

Purpose.—The purpose of these training services are: (1) to provide officers in the Public Health Service with technical information which will enable them to discharge the responsibilities of the Public Health Service with respect to radiological and related health problems; (2) to give personnel, primarily of State and local health departments, basic radiological health information for immediate application in pursuit of their official duties; (3) to assist educational institutions, the States and other countries in the development of their own curriculums and facilities for radiological health training; and (4) to stimulate appropriate professional groups toward the need for educational programs concerned with the benefits as well as the hazards associated with radiation.

History and description.—Training in radiological health began in 1950 with the presentation of orientation courses. Later, training developed in technical scope from the overall basic radiological health courses to 1- to 3-week courses focusing on specific areas such as environmental radiation surveillance, medical X-ray protection, management of radiation accidents and radionuclide analysis by gamma spectroscopy. The number and variety of courses developed and presented through the years reflect the changes in radiological health program needs throughout the nation.

Legal authorization.—Sections 203, 218, and 301 of the Public Health Services Act, as amended (Public Law 410, 78th Cong.; 58 Stat. 682); CG.87935, August 29, 1949.

Obligations, fiscal year 1967.—Operating and administrative reported “not separable”; total \$610,000.

4. OPERATION OF THE NATIONAL CENTER FOR URBAN AND INDUSTRIAL HEALTH

Purpose.—The purpose of this training activity is to carry out continuing education programs in the fields of solid wastes, occupational health, environmental sanitation, injury control, water supply and sea resources, and computational analysis.

History and description.—The specialized sanitation training section was established in 1949 at the Environmental Health Center in Cincinnati. The courses offered dealt mainly with stream pollution. As the

needs of the field increased, and the demands from professional personnel for continuing education grew, the training function of the Center expanded. By fiscal year 1962, short courses were presented in the fields of water supply and pollution control, radiological health, occupational health, air pollution, milk and food, shellfish sanitation, interstate carrier, and metropolitan planning. From this parent program, due to increasing needs of the fields, the transfer of water pollution control functions to the Department of the Interior, and the reorganization of the Public Health Service, four national training programs have evolved, those of the Federal Water Pollution Control Administration, the National Center for Radiological Health, the National Center for Air Pollution, and the National Center for Urban and Industrial Health.

Legal authorization.—Public Health Service Act (42 U.S.C., ch. 6A) and sections 204A and 204B3 of Public Law 272, 89th Congress.

Obligations, fiscal year 1967.—Operating and administrative reported “not separable”; total, \$625,000.

5. OPERATION OF INTERNATIONAL CENTERS FOR MEDICAL RESEARCH AND TRAINING

Purpose.—The aim of this program is to advance health sciences in the United States through cooperative endeavors with other countries in health research and research training.

History and description.—The program of international centers for medical research and training was established in response to the objectives outlined by the Congress under the International Health Research Act of 1960 (Public Law 86-610).

Under this program, U.S. professional schools (medical and public health), develop research and research training centers at domestic and foreign sites for the pursuit of medical investigations relevant to our domestic research interests. These collaborative research and training centers overseas afford environmental, ethnic, and medical conditions of scientific interest, unavailable in the United States, to both U.S. and foreign investigators.

Legal authorization.—Sections 301, 308, PHS Act, as amended—42 U.S.C. 241, 242(f).

Obligations, fiscal year 1967.—Operating, \$2,360,000; administrative included in other administrative costs and not separately determinable; total not determinable.

6. UNITED STATES-JAPAN COOPERATIVE MEDICAL SCIENCES PROGRAM

Purpose.—The purpose of this program is to provide basic medical research to obtain clinical and practical information concerning the prevention, diagnosis, and treatment of diseases of major health importance in Asian countries, particularly cholera, tuberculosis, leprosy, virus diseases, and malnutrition.

History and description.—The United States-Japan cooperative medical science program was initiated early in 1965 under a Presidential agreement with Japan. Funds for basic and applied research are distributed in response to grant applications and contracts from eligible universities, research institutes, and laboratories, both domestic and overseas. Projects are primarily developed by panel invitation,

although certain projects arising as part of an institute's program may be included. The United States and Japan share the cost of the program, that is, U.S. scientists are supported by the United States and the Japanese scientists by Japan. Exchange of scientists between the two countries is encouraged.

Legal authorization.—Section 301, Public Health Service Act, as amended 42 U.S.C. 241; section 308 of the Public Health Service Act as amended by the International Health Research Act of 1960, Public Law 86-610-42 U.S.C. 242(f); and delegation of Presidential authority contained in section 5 of Public Law 86-610-22 U.S.C. 2103.

Obligations, fiscal year 1967.—Operating, \$3,020,000; administrative included in other administrative costs and not separately determinable; total not determinable.

7. EDUCATIONAL IMPROVEMENTS GRANTS TO SCHOOLS OF MEDICINE, DENTISTRY, OSTEOPATHY, OPTOMETRY, AND PODIATRY

Purpose.—The purpose of these grants is to assist schools of medicine, dentistry, osteopathy, optometry, and podiatry to improve the quality of their educational programs.

History and description.—Beginning in fiscal year 1966, accredited public or nonprofit schools of medicine, dentistry, osteopathy, optometry, or podiatry were eligible to receive two types of Federal grants; namely, "basic improvement" and "special improvement."

Basic improvement grants may be used by the school for any purpose which will improve the quality of its educational program, but not for construction (except for remodeling and alterations, in particular cases), research training, student assistance, patient care, or operation of teaching hospitals. The amount of a grant to a school in a fiscal year is \$25,000 plus \$500 multiplied by the number of the school's full-time students. Special improvement grants may be used by the school for only the purpose set forth in its grant application and approved by the Surgeon General, Public Health Service. The amount of a grant to a school may not exceed \$300,000 for fiscal year 1968, or \$400,000 for fiscal year 1969.

Legal authorization.—42 U.S.C. 295(f) and 295(f)-1 through 295(f)-4.

Obligations, fiscal year 1967.—Operating, \$30 million; administrative included in other administrative costs and not separately determinable; total not determinable.

8. GRANTS FOR DIPLOMA SCHOOLS OF NURSING

Purpose.—The purpose of these grants is to promote the development of public and nonprofit private diploma schools of nursing.

History and description.—Congress appropriated \$6 million for fiscal year 1967 to defray a portion of the cost of training students of nursing. Three hundred and thirty-seven diploma programs received payments during fiscal year 1966.

Legal authorization.—42 U.S.C. 296(e).

Obligations, fiscal year 1967.—Operating, \$3,068,900; administrative included in other administrative costs and not separately determinable; total not determinable.

9. GRANTS FOR IMPROVEMENT OF INSTRUCTION IN NURSING

Purpose.—The purpose of these grants is to improve the quality of instruction and to develop ways to increase enrollment in accredited schools of nursing.

History and description.—This program was authorized in the fiscal year 1965 under the Nurse Training Act of 1964. In fiscal year 1966, funds were awarded to 46 nursing education programs for a total of 48 projects.

Legal authorization.—Title VIII, PHS Act as amended—42 U.S.C. 296(d) and 298.

Obligations, fiscal year 1967.—Operating, \$3,518,379; administrative included in other administrative costs and not separately determinable; total not determinable.

10. GRANTS FOR DEVELOPMENT OF NEW METHODS IN ALLIED HEALTH TRAINING

Purpose.—The purpose of these grants is to develop, demonstrate, or evaluate curriculums for the training of new types of health technologists.

History and description.—Congress in 1966 appropriated \$200,000 for projects to develop curriculums for expanding the scope of the function of existing allied health personnel, as well as for regrouping selected duties currently performed by allied health personnel in order to meet new needs created by advances in the health sciences.

Legal authorization.—Section 794 of the Public Health Service Act as added by section 2 of the Allied Health Professions Personnel Training Act of 1966 (Public Law 89-751, approved November 3, 1966).

Obligations, fiscal year 1967.—Operating, \$199,866; administrative included in other administrative costs and not separately determinable; total not determinable.

11. ALLIED HEALTH PROFESSIONS—IMPROVEMENT GRANTS

Purpose.—The purpose of these grants is to develop new or better curriculums for training allied health professions personnel and otherwise improving the quality of their educational programs.

History and description.—The allied health professions improvement grants are divided into two general categories: (1) basic improvement grants, and (2) special improvement grants. Basic improvement grants are to be used to improve the quality of a training center's educational program. Special improvement grants are to be utilized by the recipient training center to contribute toward provision, maintenance, or improvement of specialized functions which the center serves.

Legal authorization.—Section 792 of the Public Health Service Act as added by section F of the Allied Health Professions Personnel Training Act of 1966 (Public Law 89-751, approved Nov. 3, 1966).

Obligations, fiscal year 1967.—\$3,285,000; administrative included in other administrative costs and not separately determinable; total not determinable.

12. DENTAL AUXILIARY UTILIZATION TRAINING

Purpose.—Dental auxiliary utilization training grants are intended to relieve the dental manpower shortage by establishing, expanding, or continuing within dental school curriculums, programs for teaching undergraduate dental students the proper and effective use of dental auxiliaries, particularly trained chairside dental assistants.

History and description.—This program began in fiscal year 1961 with funds from the National Institute of Dental Research and was jointly administered by that institute and the Division of Dental Public Health and Resources, Bureau of State Services. Initially, nine dental schools participated in the program. In 1967, 46 of the 49 schools in the country were included.

Legal authorization.—Title 42 U.S.C. 241(h) and 288a(f); 1967 Appropriation Act Public Law 89-787.

Obligations, fiscal year 1967.—Operating, \$2,649,000; administrative included in other administrative costs and not separately determinable; total not determinable.

13. SCHOLARSHIP GRANTS TO SCHOOL OF MEDICINE, DENTISTRY, OSTEOPATHY, OPTOMETRY, PODIATRY, OR PHARMACY

Purpose.—The purpose of these scholarships is to assist students from low-income families to pursue a course of study in medicine, dentistry, osteopathy, optometry, podiatry, or pharmacy, by making grants to accredited schools for scholarships to be awarded annually by such schools to students thereof.

History and description.—This program was initiated by the Health Professions Educational Assistance Amendments of 1965, Public Law 89-290.

The amount of grant funds received by an eligible school is determined by a formula based on the number of students in the school. By fiscal year 1969, this amount will be \$2,000 times one-tenth the number of full-time students in the school.

Legal authorization.—42 U.S.C. 295(g).

Obligations, fiscal year 1967.—Operating, \$3,875,200; administrative included in other administrative costs and not separately determinable; total not determinable.

14. HEALTH PROFESSIONS STUDENT LOAN PROGRAM

Purpose.—The purpose of this program is to increase the opportunities for training of professional health personnel in accredited schools of medicine, osteopathy, dentistry, optometry, pharmacy, podiatry, and veterinary medicine by providing funds to such schools from which they may make loans to eligible students.

History and description.—This program was established in 1963 by Public Law 88-129, which has several times been amended to include the above-named health professions other than medicine and osteopathy. Schools may elect to receive Federal money in the form of a "Federal capital contribution," which is partially repayable to the Federal Government in 1972, or to borrow money from a "revolving fund." With this money, the schools establish loan funds from which eligible students (in need of money to pursue a full-time course of

study) may borrow up to \$2,500 per academic year. Borrowers are expected to repay loans according to specific repayment schedules after graduation. Loans are forgiven for physicians, dentists, osteopaths, and optometrists who practice in "designated shortage areas."

Legal authorization.—42 U.S.C. 294 and 294(a) through 294(e).

Obligations, fiscal year 1967.—Operating, \$25,000,000; administrative included in other administrative costs and not separately determinable; total not determinable.

15. NURSING STUDENT LOAN PROGRAM

Purpose.—The purpose of this program is to establish a loan fund with a partial forgiveness clause, for students in all types of professional nursing schools.

History and description.—This program was initiated in 1964 with funds authorized to be appropriated from fiscal year 1965 through 1972. Public Law 89-751 amended the nursing student loan program to (1) authorize the establishment of a revolving fund from which schools may borrow all or part of the capital necessary for their student loan funds, and (2) deplete the authorization for making loans to institutions for the matching requirements of Federal capital contributions.

Legal authorization.—42 U.S.C. 297, 2972-g.

Obligations, fiscal year 1967.—Operating, \$12,877,000; administrative included in other administrative costs and not separately determinable; total not determinable.

16. CUBAN HEALTH PROFESSIONS STUDENT LOAN PROGRAM

Purpose.—The purpose of this program is to provide financial assistance to enable Cuban refugees to pursue a course of study leading to a degree in medicine, dentistry, osteopathy, optometry, pharmacy, podiatry, or veterinary medicine in health professional schools participating in the health professions student loan program.

History and description.—This program was begun in 1965. Loans are approved on an individual basis governed by the maximum allowed by Public Law 88-129 as amended. Funds are made available for this purpose by the Welfare Administration.

Legal authorization.—Agreement between the Public Health Service and Welfare Administration of the Department of Health, Education, and Welfare, 22 U.S.C. 2601-04.

Obligations, fiscal year 1967.—Operating, \$23,992; administrative included in other administrative costs and not separately determinable; total not determinable.

17. PUBLIC HEALTH TRAINEESHIPS

Purpose.—The purpose of this program is to increase the number of trained public health personnel and to bring new professional health workers into the field.

History and description.—Prior to fiscal year 1965, there was no limitation on the amount authorized for this program. Appropriations are now authorized and ceilings established for each fiscal year through June 30, 1969. The various types of traineeships available

under this program are: traineeships to individuals, traineeships to schools of nursing, general purpose traineeships, environmental health traineeships, traineeships for short-term training, residency traineeships, and apprenticeship training grants.

Legal authorization.—42 U.S.C. 242(d).

Obligations, fiscal year 1967.—Operating, \$7,999,166; administrative included in other administrative costs and not separately determinable; total not determinable.

18. FELLOWSHIPS AND RESEARCH CAREER PROGRAMS

Purpose.—The purpose of Public Health Service fellowships is to raise the level of competence and increase the number of individuals qualified to undertake research and provide training for research relating to the physical and mental diseases and impairments of man, to the organization and delivery of health services, and to the causes, prevention, and control of air pollution, and other environmental health hazards. A further purpose is to increase the number of highly skilled research workers in the health information specialties.

The purpose of Public Health Service research career development awards is to give support to young investigators who plan to pursue careers in independent research and teaching and who need further experience and training.

History and description.—Although appropriations for these programs were made in 1938 and 1957, they began functioning on a large scale only in 1963 with appropriations of nearly \$42 million.

Public Health Service fellowships include several types. The predoctoral fellowship is to support graduate training oriented primarily to health research. The postdoctoral fellowship supports postdoctoral training for Ph. D.'s and those holding other equivalent degrees. Special fellowships are for those who can show (1) that additional training is needed to increase their value as independent investigators, and (2) that their needs are not met by other fellowship programs.

Special scientific project awards of the National Library of Medicine are made to qualified individuals for the compilation of existing, or the writing of original contributions relating to scientific, social, or cultural advancements in the health sciences.

Candidates may be nominated for research career development awards by any non-Federal public or private nonprofit institution in the United States engaged in research in health related sciences. The candidate must propose to engage in essentially full time research and research-related activities. Only persons who have 3 years or more of relevant postdoctoral research or professional experience are eligible.

Legal authorization.—Section 301(c), 308, 394, 395, 402(d), 412(g), 422(c), 433(a), and 444 of the Public Health Service Act of 1944, as amended—42 U.S.C. 241(c), 242(f), 280(b-4), 280(b-5), 282(d), 287 (a) (g), 288a(c), 289c(a), and 289(g); section 103(b) (6) of the Clean Air Act—42 U.S.C. 1857b(b) (6).

Obligations, fiscal year 1967.—Operating, \$59,600,000; administrative included in other administrative costs and not separately determinable; total not determinable.

19. CANCER CONTROL—PROJECT GRANTS AND TRAINING GRANTS

Purpose.—The purpose of these grants is (1) to evaluate cancer detection and prevention possibilities, (2) demonstrate cancer control systems, (3) improve public education in cancer, and (4) carry out other purposes related to cancer control, including smoking and health activities.

History and description.—Congress appropriated \$1,500,000 for the initial year (1960) and this figure grew to \$15 million for the fiscal year 1967. Of this amount about \$8,150,000 was obligated in support of 193 developmental projects and \$500,000 for support of 20 projects in smoking and health activities.

Support for this program as a special type project grant terminated on June 30, 1967. Beginning with fiscal year 1968, this program became a part of the "Project Grants for Health Services Development," authorized by section 3 of the Comprehensive Health Planning and Public Health Services Amendments of 1966 (Public Law 89-749, approved November 3, 1966).

Legal authorization.—Grants for prevention, control, and eradication of cancer authorized in 1967 appropriation act (Public Law 89-787).

Obligations, fiscal year 1967.—Operating, \$14,848,964; administrative included in other administrative costs and not separately determinable; total not determinable.

20. AIR POLLUTION CONTROL TRAINING GRANTS

Purpose.—The purpose of this program is to make grants to universities and nonprofit institutions for graduate training and air pollution control specialist training.

History and description.—Congress appropriated \$2 million for fiscal year 1967 which included funds for graduate training, curriculum development, and support in air pollution. These funds were used primarily to cover the salary and travel of faculty members, student stipends, costs of supplies and equipment, and costs of supporting services for the additional curriculum.

The following criteria are used when considering applications: (1) the qualification of the institution and its staff in fields related to air pollution problems, and (2) the appropriateness of the proposal for developing and expanding the air pollution curriculum or air pollution graduate training. The air pollution training grant program has been broadened to provide support at the high school and junior college levels based on the merit of the training activity proposed.

Legal authorization.—42 U.S.C. 1857(b).

Obligations, fiscal year 1967.—Operating, \$2,040,000; administrative included in other administrative costs and not separately determinable; total not determinable.

21. NURSING—EDUCATIONAL OPPORTUNITY GRANTS

Purpose.—The purpose of these grants is to aid qualified individuals of exceptional financial need in obtaining a nursing education.

History and description.—This program was authorized by Congress in 1966 with an appropriation of \$500,000 to remain available until

June 30, 1968. At the time of this writing the policies and procedures are in the preparation stage.

Legal authorization.—Title VIII, part D, of the PHS Act as added by section 8(b) of Public Law 89-751 approved November 3, 1966—42 U.S.C. 298 (c-1) through (c-6).

Obligations, fiscal year 1967.—Operating, \$27,580; administrative included in other administrative costs and not separately determinable; total not determinable.

22. GRANTS FOR PROFESSIONAL NURSE TRAINEESHIPS

Purpose.—The purpose of these grants is to increase the number of graduate nurses prepared as administrators, supervisors, and teachers in all fields of nursing, including professional nursing specialties.

History and description.—There are two types of traineeships under this program, the long term and the short term. Long-term traineeships provide tuition and fees, stipend for living expenses, transportation cost, and an allowance for dependents. Short-term traineeships include stipend and cost of tuition.

Legal authorization.—Title VIII, PHS Act as amended—42 U.S.C. 297.

Obligations, fiscal year 1967.—Operating, \$9,778,557; administrative included in other administrative costs and not separately determinable; total not determinable.

23. GRADUATE PUBLIC HEALTH TRAINING GRANTS

Purpose.—These grants are made to support projects in grantee institutions that will improve and enrich their curriculums at the post-baccalaureate or post-professional registration levels to meet the needs of changing and emerging public health programs; strengthen programs of basic training in public health administration; develop and demonstrate improved public health training methods and procedures; and enlarge faculties and supporting staff to provide for increased enrolments.

History and description.—This program began in 1961. In 1966, that grants were limited to (1) schools of public health accredited for the degree of M.P.H. by the American Public Health Association; (2) schools of nursing accredited by the National League for Nursing and providing graduate or specialized preparation in public health; (3) schools of engineering accredited by the Engineers Council for Professional Development and providing graduate or specialized training in public health; (4) departments of preventive medicine in schools of medicine accredited by the Liaison Committee on Medical Education and in schools of osteopathy accredited by the American Osteopathic Association; and (5) departments of preventive or community dentistry in schools of dentistry accredited by the Council on Dental Education of the American Dental Association.

Legal authorization.—42 U.S.C. 242d(d) and 242g.

Obligations, fiscal year 1967.—Operating, \$4,636,988; administrative included in other administrative costs and not separately determinable; total not determinable.

24. SOLID WASTE DISPOSAL TRAINING

Purpose.—The purpose of this program is to provide grants for the development of graduate training for technical and management personnel for research in development and operation of solid-waste disposal programs, and to provide support for students while enrolled in such training.

History and description.—Begun in fiscal year 1966, this program awards grants to public or private nonprofit institutions, on recommendation of advisory groups, which also recommend the amounts of the grants. Grant recipients must share costs of research projects.

Legal authorization.—Solid Waste Disposal Act (42 U.S.C. 3253) title II, Public Law 89-272, approved October 20, 1965 (79 Stat. 997).

Obligations, fiscal year 1967.—Operating, \$350,000; administrative included in other administrative costs and not separately determinable; total not determinable.

25. GRANTS FOR SCHOOLS OF PUBLIC HEALTH

Purpose.—These grants are intended to support the provision of public health training in schools of public health by offsetting a portion of the disparity between income from tuition and the cost of instruction of federally sponsored students.

History and description.—These grants began in fiscal year 1959. The Surgeon General is authorized to make grants for the provision of comprehensive professional training, specialized consultative services, and technical assistance in the fields of public health to public or nonprofit schools of public health accredited by a body recognized by the Surgeon General. Data are collected annually from each school of public health concerning the number of federally sponsored students enrolled.

The effect of the grants is to expand and improve the public health training offered by these schools and to enable them to accept increased enrollments.

One-third of the funds is allotted equally among eligible schools and the remaining two-thirds on the basis of a 3-year average of the number of federally sponsored students.

Legal authorization.—Section 309(c) of the Public Health Service Act—42 U.S.C. 242g(c).

Obligations, fiscal year 1967.—Operating, \$3,750,000; administrative included in other administrative costs and not separately determinable; total not determinable.

26. GRANTS FOR RADILOGICAL HEALTH INSTITUTIONAL TRAINING

Purpose.—The purpose of these grants is to strengthen curriculums for the training of radiological health specialists and technicians.

History and description.—Congress appropriated \$1 million for fiscal year 1962 to initiate this program. These grants are awarded on the basis of applications for funds to be used for salaries of faculty, purchase of equipment, and tuition and stipends for students.

Legal authorization.—42 U.S.C. 246(c).

Obligations, fiscal year 1967.—Operating, \$2,496,850; administrative included in other administrative costs and not separately determinable; total not determinable.

27. INTERNATIONAL TRAINING GRANTS AND AWARDS

Purpose.—The purpose of these awards is to make use of health research and training resources and opportunities uniquely available in foreign institutions and international organizations to carry forward the domestically oriented objectives of the Public Health Service.

History and description.—The above objective is implemented by the following six program activities:

International Postdoctoral Research Fellowships.—Since 1958, fellowships have been awarded annually to promising young foreign scientists for research training in institutions in the United States.

PHS fellows studying abroad.—These fellowships are for advanced study abroad to enable U.S. scientists to take advantage of unusual research resources or conditions or to undertake collaborative work with highly competent foreign scientists.

Training grants and direct traineeships.—Within the overall training programs carried on to increase the supply of U.S. citizens well trained in shortage medical research skills, a limited amount of support has been granted to foreign laboratories since 1949 to provide for the additional costs of training U.S. scientists in certain highly specialized skills for which training resources are not available in the United States. Traineeships are also awarded directly to individual U.S. scientists to learn new or specialized techniques or procedures.

Visiting program.—Established in 1950, this program invites highly competent foreign scientists to participate in research at National Institutes of Health.

Research grants to foreign institutions and international organizations.—National Institutes of Health since 1946 has supported research projects abroad, to advance the status of the health sciences in the United States and thereby the health of the American people.

Research contracts.—As one of the methods for carrying out their overall research programs, National Institutes of Health have entered into contracts since 1958 with foreign institutions or firms for research and development services not readily obtainable in the United States.

Legal authorization.—Section 301(c), 308, 433(a), Public Health Service Act, as amended 42 U.S.C. 209(f) and (g), 241(c), (d), 242(f), 289(c)(a). Research contracts: sections 302(c) (2), (3), (5), (6), (7), (10), (11), (13), (14), and (15), Federal Property and Administrative Services Act of 1949, as amended (63 Stat. 393, 41 U.S.C. 252(c) (2), (3), (5), (6), (7), (10), (11), (13), (14). Delegation of Authority No. 410 from Administrator of General Services to Secretary of HEW, effective March 26, 1962 (27 F.R. 3017, Mar. 30, 1962).

Obligations, fiscal year 1967—(for entire Public Health Service).—International postdoctoral research fellowships, \$1,200,000; PHS fellows studying abroad, \$2,022,000; training grants and direct traineeships, \$348,000; visiting program, \$1,315,000; research grants to foreign institutions and international organizations, \$9,710,000; research contracts, \$1,119,000; operating total, \$15,714,000. Administrative included in other administrative costs and not separately determinable; total not determinable.

28. HEART DISEASE GRADUATE CLINICAL TRAINING

Purpose.—Graduate clinical training grants are awarded to accredited public and other nonprofit institutions to provide advanced clinical training in discipline relating to cardiovascular disease for the purpose of increasing the number of facilities providing scholarly training and instruction in these areas.

History and description.—This is a new program, financed from funds appropriated for graduate training grants. From these funds, \$1 million were set aside for support of the clinical training program in the fiscal year 1967.

This program is directed primarily toward advanced training of physicians at the postresidency level and is not intended to support routine clinical residency training. Although the primary aim is to increase the number of well-trained physicians with specialized clinical skills relevant to cardiovascular disease, it is anticipated that most of these training programs will include involvement in related research areas and disciplines.

Stipends to individual trainees conform to present PHS guidelines. The amount of the award depends upon the applicant's justification for his request, the merit of his proposal, and the availability of Federal funds.

Legal authorization.—Public Health Service Act, as amended, 412 (g) 42 U.S.C. 287a(g).

Obligation, fiscal year 1967.—Operating, \$1,801,973; administrative included in other administrative costs and not separately determinable; total not determinable.

29. ALLIED HEALTH PROFESSIONS—TRAINEESHIP GRANTS

Purpose.—The purpose of these grants is to provide for the advanced training of allied health professions personnel so they may teach in the area or serve any of the allied health professions in an administrative or supervisory capacity.

History and description.—Congress appropriated \$750,000 in fiscal year 1967 to award to training centers for the allied health professions, traineeships for advanced training of personnel in such professions.

Legal authorization.—Section 793 of the Public Health Service Act as added by section 2 of the Allied Health Professions Personnel Training Act of 1966 (Public Law 89-751, approved Nov. 3, 1966).

Obligations, fiscal year 1967.—Operating, \$241,059; administrative included in other administrative costs and not separately determinable; total not determinable.

30. GRANTS FOR HEALTH SERVICES DEVELOPMENT

Purpose.—The purpose of these grants is to develop new methods or improve existing methods of providing health services.

History and description.—The initial legislation for this program became effective in fiscal year 1968. Funds are available on a project basis to assist in providing services to meet health needs of limited geographical scope or of specialized or regional or national significance; to stimulate, and support for an initial period, new programs of health services; and to finance studies, demonstrations or training.

Legal authorization.—Section 3 of the Comprehensive Health Planning and Public Health Services Amendments of 1966 (Public Law 89-749, approved Nov. 3, 1966) amended section 314 of the Public Health Service Act (42 U.S.C. 246), and authorized grants for health services development under the provisions of section 314(e) of the act.
Obligations, fiscal year 1967.—None.

31. NURSING CONTRACTS TO ENCOURAGE FULL UTILIZATION OF NURSING EDUCATIONAL TALENT

Purpose.—The purpose of this program is to identify qualified youth of exceptional financial need and encourage them to complete secondary school and undertake postsecondary educational training in the field of nursing, or publicize existing forms of financial aid for nursing students.

History and description.—This program was established by the Allied Health Professions Personnel Training Act of 1966, which authorized the Secretary of the Department of Health, Education, and Welfare to enter into contracts, for the above purpose, not to exceed \$100,000 per year, with State and local educational agencies and other public or nonprofit organizations and institutions.

Legal authorization.—Section 868 of the Public Health Service Act, as added by section 8(b) of Public Law 89-751, approved November 3, 1966—42 U.S.C. 298(c-7).

Obligation, fiscal year 1967.—None.

32. COMPREHENSIVE HEALTH PLANNING—TRAINING, STUDIES AND DEMONSTRATIONS

Purpose.—The purpose of this program is to assist in the development of improved or more effective comprehensive health planning.

History and description.—Section 314 of the Public Health Service Act was amended in November 1966, to provide for these grants. Funds are made available to public or nonprofit private agencies, institutions, and organizations on a project basis. Highest priority for support is given to training activities that promise most immediately to increase the supply of health planners and to increase the skills of individuals prospectively or currently engaged in health and related aspects of comprehensive health planning.

While there are no specific matching requirements for these project grants, applicants are expected to assume part of the project costs and, where appropriate, to provide assurance that the activity will be continued after termination of the project.

Legal authorization.—Section 314, PHS Act—42 U.S.C. 246.
Obligations, fiscal year 1967.—None.

33. REGIONAL RESEARCH, TRAINING AND DEMONSTRATION

Purpose.—The purpose of this program is to encourage and assist in the establishment of regional cooperative arrangements among medical schools, research institutions, and hospitals for research and training and for demonstrations of patient care in the fields of heart disease, cancer, stroke, and related diseases; and through such cooperative arrangements to afford to the medical institutions of the Nation the

opportunity of making available to their patients the latest advances in the diagnosis and treatment of these diseases.

History and description.—Both planning and operational grants are made. A grant may be for all or part of the cost of planning or other activities, except that it may not exceed 90 percent of the cost of alterations and renovations of facilities and provision of built-in equipment.

As of December 31, 1966, planning grants had been awarded to 34 regional medical programs and applications for 14 more were pending review and action, encompassing approximately 88 percent of the Nation's population. The first operational grant requests had been received by this date also.

Legal authorization.—Title IX of the Public Health Service Act—42 U.S.C. 299.

Obligations, fiscal year 1967.—Fiscal year 1967 grant funds will remain available until June 30, 1968.

34. ALLIED HEALTH PROFESSIONS CONSTRUCTION GRANTS

Purpose.—The purpose of this program is to assist in construction of teaching facilities for allied health professions and personnel to help overcome the shortages of health manpower.

History and description.—The division to process claims under the construction grant provision—Division of Physician Manpower was not organized until January 1967.

Legal authorization.—Sections 791 and 795 of the Public Health Service Act, as added by section 2 of the Allied Health Professions Personnel Training Act of 1966 (Public Law 89-751, approved Nov. 3, 1966).

Obligations, fiscal year 1967.—None.

35. MEDICAL LIBRARIES CONSTRUCTION GRANTS

Purpose.—The purpose of these grants is to help construct new or rehabilitate existing medical library facilities.

History and development.—Congress in fiscal year 1967 appropriated \$7,500,000 for this program. The entire amount appropriated for fiscal year 1967 was programmed for obligation fiscal year 1968. Planning activities have been carried out to develop the program. At the time of this writing grant applications are being accepted and reviewed.

Legal authorization.—42 U.S.C. 280(b-3).

Obligations, fiscal year 1967.—None.

36. GRANTS FOR NURSING SCHOOLS CONSTRUCTION

Purpose.—The purpose of these grants is to improve and expand the training capacity of existing schools and the replacement or rehabilitation of existing facilities by providing construction funds for public and nonprofit private institutions.

History and description.—Congress in 1966 authorized \$15 million to collegiate schools of nursing and associate degree and diploma schools of nursing which must be accredited to provide facilities to expand the training capacity of existing schools or for the construction of new schools.

The grant awards are made on the basis of: (1) the relative effectiveness of the proposed facilities in expanding first-year enrollments; (2) equitable geographical distribution of training opportunities; (3) the relative unavailability of nurses in the area as compared with other areas of the Nation; (4) the relative need for replacement or rehabilitation of facilities to prevent curtailment of enrollment or deterioration of the quality of training; (5) the relative size of such curtailment and its effect on the geographical distribution of training opportunities; (6) the relative quality of the training programs the schools can provide in the new or altered facilities; and (7) the relationship to existing local, State, or regional plans for nurse training facilities.

Legal authorization.—Title 42, United States Code sections 296(2)—296(c), and 298.

Obligations, fiscal year 1967.—Operating, \$25 million; administrative included in other administrative costs and not separately determinable; total not determinable.

37. GRANTS FOR CLINICAL CANCER TRAINING

Purpose.—The purpose of clinical cancer training grants is to encourage schools of medicine and their principal affiliated teaching hospitals, schools of dentistry and public health, and specialized cancer institutions capable of giving intensive training in cancer management to increase the quality of cancer instruction offered to undergraduate medical and dental students and to interns, residents, and practitioners; to broaden the scope and content of current cancer teaching; and to seek new and better ways of providing clinical cancer instruction at one or more professional levels, and of maintaining and evaluating the competence of those who provide clinical cancer management.

History and description.—The initial appropriation for this program in 1944, \$2.5 million, was supplemented by reprogramming of funds derived from the phasing out of undergraduate training grants on June 30, 1966.

This undergraduate training grants program for medical, dental, and osteopathic schools in the United States, in existence since 1947—48, was terminated and replaced by the new clinical cancer training program.

Legal authorization.—Section 433(a) of the Public Health Service Act of 1944, as amended, 42 U.S.C. 289(a).

Obligations, fiscal year 1967.—Operating, \$5,511,358; administrative included in other administrative costs and not separately determinable; total not determinable.

38. GRANTS FOR HEART DISEASE CONTROL DEMONSTRATIONS AND TRAINING

Purpose.—The purpose of these grant funds is to assist the States in establishing and maintaining organized community programs for heart disease control.

History and description.—Heart disease control grant funds are allocated among the States by a formula which takes into consideration the population and financial need. This program was established in 1950 and includes grants for demonstrations and the training of per-

sonnel, to assist States and other agencies in the use of the most effective methods of prevention, diagnosis, and treatment of heart diseases. This program has resulted in increased cooperation and coordination in program development in heart disease control at the State and local levels. Beginning with fiscal year 1968 this activity became a part of the "Grants for Comprehensive Public Health Services."

Legal authorization.—42 U.S.C., section 246(e) and the 1967 Appropriation Act (P.L. 89-787).

Obligations, fiscal year 1967.—Operating, \$8,407,921; administrative included in other administrative costs and not separately determinable; total not determinable.

39. RESEARCH PROJECT GRANTS

Purpose.—The purpose of these grants is to advance scientific knowledge in all fields bearing on human health through research in the medical, biological, engineering, physical and behavioral sciences, and through development of health facilities and resources.

History and description.—Grants for the above purpose have been made since 1938. Nonprofit institutions such as universities and colleges, schools of medicine, dentistry, nursing and Public Health, hospitals, laboratories, State and local health departments and other public or private nonprofit organizations, and qualified individuals are eligible for these grants. Grants are made under three broad categories of research: the research project grant, is awarded to an institution to support the discrete research investigation of a competent investigator; the research program project grant, is awarded to an institution to support broadly based, usually long-term, studies covering a range of problems with a central research focus; the research center grant, is awarded to an institution to enhance its basic physical resources or an integrated system of resources and services as the basis for the conduct of a broad program of research.

Legal authorization.—Public Health Service Act of 1944 as amended 42 U.S.C. 241(d) and 291(n); section 103 of the Clean Air Act—(42 U.S.C. 1857b); section 204, Solid Waste Disposal Act—42 U.S.C. 3253; and section 402, Narcotic Addict Rehabilitation Act of 1966, Public Law 89-793, 42 U.S.C., 3401 note.

Obligations, fiscal year 1967.—Operating (estimated), \$623,000,000; administrative included in other administrative costs and not separately determinable; total not determinable.

40. RESEARCH TRAINING GRANTS

Purpose.—The purpose of these grants is to support graduate training leading toward careers in research in sciences relating to medicine and health or toward increased competence in the treatment of disease.

History and description.—The research training grant awards consist of both undergraduate and graduate training grants and direct traineeships. A training grant provides funds to an institution, while the direct traineeship provides funds directly to individual trainees to enable them to undertake special training at the institution of their choice. Congress has appropriated funds since 1938 for this program. The Public Health Service has been supporting training programs in public and other nonprofit scientific research institutions for more than

two decades to enable them to develop, expand, and improve training programs in the health-related sciences. A recent development in this area has been the appropriation of funds in fiscal year 1967 to establish a training program in laboratory animal medicine to be administered by the Animal Resources Branch, Division of Research Facilities and Resources.

Legal authorization.—Section 301(d), 303(a)(1), 402(c), 412(g), 422(f), 433(a), 441, 442 and 444 of the Public Health Service Act of 1944, as amended 42 U.S.C. 241(d), 2422(a)(1), 282(c), 287a(g), 288a(f), 289c(a), 289(d), 289(e) and 289(g), and section 103 Clean Air Act (42 U.S.C. 1857b) and section 204, Solid Waste Disposal Act (42 U.S.C. 3253).

Obligations, fiscal year 1967.—Operating, \$39,033,667; administrative included in other administrative costs and not separately determinable; total not determinable.

41. HEALTH RESEARCH FACILITIES CONSTRUCTION

Purpose.—The purpose of these grants is to provide matching funds to nonprofit institutions to construct facilities for health-related research.

History and description.—Congress in 1956, initially authorized \$30 million a year for 3 years for the construction of health research facilities. The National Advisory Council at that time approved regulations which stated that particular consideration in the use of available funds be given to: (1) research facilities contributing to research disciplines or diseases which have the most urgent need, (2) institutions or localities with broad research programs and potentials, and (3) various geographical areas of the Nation having at present relatively few such research facilities.

Legal authorization.—Part A of Title VII of the Public Health Service Act, (42 U.S.C. 292-292(i)), as amended by the health research facilities amendments of 1965, Public Law 89-115.

Obligations, fiscal year 1967.—Operating, \$35 million; administrative included in other administrative costs and not separately determinable; total not determinable.

42. CEREBROVASCULAR TRAINING PROGRAM

Purpose.—The purpose of this program is to improve the training environment in the disciplines concerned with the cerebrovascular area.

History and description.—This program was inaugurated in fiscal year 1966 and six training grants were awarded to initiate cerebrovascular disease training programs and one grant was awarded to support a cerebrovascular disease training workshop. The cerebrovascular training grants are of two types; graduate training grants and clinical training grants.

Legal authorization.—National Heart Institute: Section 412(g) Public Health Service Act, as amended 1944 (42 U.S.C. 2872(g)). National Institute of Neurological Diseases and Blindness: Public Health Service Act, as amended, section 433(a) (42 U.S.C. 289c(a)).

Obligations, fiscal year 1967.—Operating, \$34,630; administrative included in other administrative costs and not separately determi-

nable; total not determinable. This figure is relatively low because the grants awarded from the previous year funds were for a period exceeding 12 months.

43. CEREBROVASCULAR CLINICAL TRAINEESHIPS

Purpose.—The purpose of these traineeships is to provide funds to individual trainees to enable them to undertake special training in fields pertinent to the cerebrovascular disease area.

History and description.—This program was begun in fiscal year 1966 when 14 clinical traineeships were awarded. These traineeships are to assist physicians in receiving graduate clinical training in the prevention, diagnosis, and treatment of cerebrovascular and associated diseases and are available from the National Heart Institute and the National Institute of Neurological Diseases and Blindness. The two types of clinical traineeships available are regular traineeships and short-term traineeships. The trainee is free to select any training institution capable of providing the training concerned.

Legal authorization.—National Heart Institute: Section 412(g), Public Health Service Act, as amended 1944 (42 U.S.C. 287(a)(g)). National Institute of Neurological Diseases and Blindness: Public Health Service Act, as amended, section 433(a) (42 U.S.C. 289c(a)).

Obligations, fiscal year 1967.—Operating, \$108,217; administrative included in other administrative costs and not separately determinable; total not determinable.

44. NEUROLOGICAL AND SENSORY DISEASE SERVICE PROGRAM, INCLUDING DEMONSTRATION OF TECHNIQUES

Purpose.—The purpose of this program is to stimulate the development, expansion, or improvement of community service activities which identify and deal with problems of neurological, visual, and communicative disorders, such as epilepsy, glaucoma, and hearing disability.

History and description.—This program was initiated in fiscal year 1960 with an appropriation of \$1 million. The activities under this program involve the preventive, diagnostic, treatment, and rehabilitative aspects of neurological disorders and may include services to patients, population screening program, demonstration of techniques to health personnel, and the establishment of referral procedures.

Legal authorization.—The 1967 Appropriation Act (Public Law 89-787) and section 314(e) of the PHS Act.

Obligations, fiscal year 1967.—Operating, \$3,498,319; administrative included in other administrative costs and not separately determinable; total not determinable.

45. GRANTS FOR NEUROLOGICAL AND SENSORY DISEASE SERVICE TRAINING

Purpose.—The purpose of these grants is to train physicians and allied medical personnel for community services in the detection, diagnosis, treatment, and management of individuals with neurological disorders.

History and description.—Neurological and sensory disease training grants are part of the total funds authorized by the annual ap-

propriation act for neurological and sensory disease control, and there are no statutory limitations on the amount authorized for appropriation. Support for this program as a special-type project grant terminated on June 30, 1967. Beginning with fiscal year 1968, this program became a part of the project grants for health services development authorized by section 3 of the Comprehensive Health Planning and Public Health Service Amendments of 1966.

Legal authorization.—The 1967 Appropriation Act (Public Law 89-787).

Obligations, fiscal year 1967.—Operating, \$3,498,319; administrative included in other administrative costs and not separately determinable; total not determinable.

46. NIH RESEARCH CONTRACTS WITH UNIVERSITIES, ET CETERA

Purpose.—The purpose of these contracts is to obtain research and development services from outside organizations, such as universities, nonprofit research foundations, and industrial and pharmaceutical companies, for resolving specific problems, developing particular methodology, fabricating new scientific devices, and obtaining other testing and technical assistance.

History and description.—The responsibility for negotiating and administering these contracts is vested in the contracting officer, Research Contracts Section, Supply Management Branch, Office of Administrative Management. A contract may be of short duration, or it may, by means of annual renewal, provide for continuing research aimed at a definite objective. A contract may be used to meet a single isolated need, or it may be part of a broad multicontract program.

Legal authorization.—Section 301, Public Health Service Act of 1944, as amended—42 U.S.C. 241.

Obligations, fiscal year 1967.—Operating, \$74 million; administrative included in other administrative costs and not separately determinable; total not determinable.

47. BIOMEDICAL COMMUNICATIONS RESEARCH PROJECT GRANTS AND CONTRACTS WITH EDUCATIONAL INSTITUTIONS, ET CETERA

Purpose.—These grants and contracts are intended to support projects designed to develop new knowledge, techniques, systems, and equipment applicable to the health information sciences and projects in the history of the life sciences, and thereby contribute to the public health through improvements in the collection, preservation, storage, processing, retrieving, dissemination, and utilization of information in the health sciences.

History and description.—Administered by the National Library of Medicine since fiscal year 1965, research and development contracts are made primarily for the purpose of meeting a specific, identified need which requires performance according to specifications defined by the National Library of Medicine.

Research grants and contracts may be awarded to universities, colleges, professional schools, libraries, hospitals, laboratories, and other public or private nonprofit organizations. Under certain circumstances research grants may be awarded to individuals. Research contracts may also be made to profitmaking organizations.

Legal authorization.—42 U.S.C. 241 and 42 U.S.C. 280(b-6).

Obligations, fiscal year 1967.—Operating, \$1,356,579; administrative included in other administrative costs and not separately determinable; total not determinable.

48. BIOMEDICAL COMMUNICATIONS TRAINING GRANTS

Purpose.—The purpose of these grants is to provide funds to increase the number of skilled professionals in the health information specialties.

History and description.—In 1965 the Public Health Service established these training grants to assist in training medical librarians and other health information specialists in postbaccalaureate degree programs.

Legal authorization.—42 U.S.C. 280(b-4).

Obligations, fiscal year 1967.—Operating, \$812,090; administrative included in other administrative costs and not separately determinable; total not determinable.

49. BIOMEDICAL COMMUNICATIONS PUBLICATIONS AND TRANSLATIONS SUPPORT PROGRAM

Purpose.—The purpose of this program is to facilitate the utilization of recorded information.

History and development.—This program was initiated in 1962 and includes programs that provide support for: (1) the preparation and/or publication of critical reviews, handbooks, abstracts, indices, bibliographies, and similar publications important to the national health effort, and (2) the translation of biomedical literature. Support of these programs may be through either a grant or contract mechanism.

Legal authorization.—42 U.S.C. 241; 42 U.S.C. 280(b-9).

Obligations, fiscal year 1967.—Operating, \$587,580; administrative included in other administrative costs and not separately determinable; total not determinable.

50. BIOMEDICAL COMMUNICATIONS HEALTH SCIENCE SCHOLAR AWARDS

Purpose.—The purpose of these awards is to assist in compilation of existing, and creation of additional, written material which will facilitate distribution and utilization of scientific, social, and cultural advances in health.

History and description.—This program was authorized by Congress in 1965 and funds were first made available in fiscal year 1966. Some of the factors to be considered in making these awards are (1) the qualifications of the applicant and (2) the merits of the proposed project and (3) its relevance to national needs.

Legal authorization.—42 U.S.C. 280(b-5).

Obligations, fiscal year 1967.—Operating, \$33,003; administrative included in other administrative costs and not separately determinable; total not determinable.

51. BIOMEDICAL COMMUNICATIONS—GRANTS FOR ESTABLISHMENT OF REGIONAL MEDICAL LIBRARIES

Purpose.—The purpose of these grants is to assist in the development of a national system of regional medical libraries.

History and description.—The Surgeon General in awarding grants under this program must give priority to medical libraries having the greatest potential of fulfilling the needs for regional medical libraries. At the time of this writing only planning activities have been carried out to develop this program.

Legal authorization.—42 U.S.C. 280(b-8).

Obligation, fiscal year 1967.—Operating, \$104,872; administrative included in other administrative costs and not separately determinable; total not determinable.

52. BIOMEDICAL COMMUNICATIONS—GRANTS FOR IMPROVING AND EXPANDING BASIC MEDICAL LIBRARY RESOURCES

Purpose.—The purpose of these grants is to improve and expand the resources of public and private nonprofit medical libraries and related instrumentalities.

History and description.—Congress in 1966 authorized \$3 million for, but not limited to, the following uses: (1) acquisition of books, journals, photographs, motion, picture, and other films, and other similar materials, (2) cataloging, binding, and other services and procedures for processing library resource materials for use by those who are served by the library or related instrumentality, and (3) acquisition of duplication devices, facsimile equipment, film projectors, recording equipment, and other equipment to facilitate the use of the resources of the library or related instrumentality by those who are served by it, and (4) introduction of new technologies in medical librarianship.

Legal authorization.—42 U.S.C. 280 (b-7).

Obligations, fiscal year 1967.—Operating, \$3,338,750.

53. GRANTS FOR HEALTH PROFESSIONS EDUCATIONAL FACILITIES CONSTRUCTION

Purpose.—The purpose of these grants is to provide for construction and/or renovation of teaching facilities for the training of physicians, osteopaths, dentists, professional public health personnel, pharmacists, optometrists, podiatrists, and veterinarians.

History and description.—Since 1950, there has been a decline in the ratio of physicians in private practice to the civilian population. About that time it was recognized that existing schools could not reverse the tide or even maintain existing ratios and that additional facilities for training physicians, dentists, and other health personnel would be needed. The need to modernize and replace some existing schools that were obsolete, overcrowded, or deficient in teaching facilities also became evident.

The initial legislation provided for aid to collegiate schools of nursing. Public Law 88-581 replaced this provision with a separate nursing school construction program as of June 30, 1965. This program is reported earlier in the present document under the heading "Grants for Nursing School Construction."

Legal authorization.—42 U.S.C. section 293–293(b) and Public Law 89–709.

Obligations, fiscal year 1967.—Operating, \$132,163,445; administrative included in other administrative costs and not separately determinable; total not determinable.

54. GENERAL RESEARCH AND RESEARCH TRAINING SUPPORT PROGRAMS

Purpose.—The major objective of the programs which now include general research support grants, biomedical sciences support grants, and health sciences advancement awards, is to help institutions develop their fundamental scientific research capabilities so that they, and the Federal Government may become effective partners in the pursuit of biomedical research objectives important to both.

History and description.—The general research support grants were initiated in 1962, to permit institutions such as health professions schools, hospitals, and nonacademic research institutions, to meet emerging opportunities in research, to explore new and unorthodox ideas, and to recognize and support creative talent in young investigators. In general, funds can be utilized flexibly and have a catalytic effect in fostering improved research performance and in attracting additional sources of research and research training support. The grants may be used to provide stable salary support for research personnel, flexible and discriminating support for emerging scientific talent, ideas, and techniques, improvement of central research resources which serve the needs of multiple research projects and programs, and for both general and specialized training programs.

The biomedical sciences support grants were initiated in 1966. These are an extension of the general research support type of grant program to include nonhealth professional schools which are heavily engaged in health-related research and research training.

The health sciences advancement awards, also initiated in 1966, are aimed at accelerating the advancement of existing capabilities in health research and related graduate research training activities in institutions with a demonstrated base for the achievement of scientific excellence. These awards are made on a competitive nonrenewable basis for no more than a single 5-year period to support well-defined plans for improving one or more areas of health research and research training activity.

Legal authorization.—Sections 301 (d) and (i) of the Public Health Service Act of 1944, as amended (42 U.S.C. 241(d)(i)).

Obligations, fiscal year 1967.—Operating, \$51,700,000; administrative included in other administrative costs and not separately determinable; total not determinable.

55. SUPPORT FOR SPECIAL RESEARCH RESOURCES AT EDUCATIONAL INSTITUTIONS, ET CETERA

Purpose.—The purpose of the special research resources program is to support the provision of large-scale, specialized equipment and technical skill centers or facilities for the use of all qualified biomedical investigators within a "research community" (an institution, or a regional or nationwide group of institutions, hospitals, universities, and nonprofit organizations having biomedical research programs).

History and description.—The program began in 1962. The largest component of the special research resources program is support of computer centers, to enable the collection and evaluation of vast quantities of research data. The trend during 1967 was to establish a wide variety of resources. Therefore, in addition to computer centers, one biological instrumentation facility, three analytical biochemical instrumentation centers, and two resource projects in the information sciences were supported.

Long-term commitments of special research resources program funds are characteristic of this program. However, through appropriate charges for resource services, certain of the facilities may become wholly or partially self-supporting.

Legal authorization.—Public Health Service Act, as amended, section 301(d)—42 U.S.C. 241(d).

Obligations, fiscal year 1967.—Operating, \$10,850,000; administrative included in other administrative costs and not separately determinable; total not determinable.

56. SUPPORT FOR GENERAL CLINICAL RESEARCH CENTERS IN UNIVERSITY TEACHING HOSPITALS

Purpose.—The objectives of this program are: (1) to increase understanding of the nature and natural history of disease; (2) to extend the capability of medical science to treat and manage disease; (3) to apply at the bedside the fundamental biological knowledge acquired in basic research programs; and (4) to train medical students and young physicians in the techniques and the discipline of clinical investigation.

History and description.—In June 1959, the Senate Committee on Appropriations recommended that clinical research centers be established. In 1960, eight awards from the National Institutes of Health initiated the clinical research centers programs.

A general clinical research center is a physically discrete unit within a university teaching hospital. Funds that are awarded for a clinical center may be used to: finance alterations and renovations necessary to establish it; support salaries of key personnel; and pay for the costs of hospitalization of those patients who are admitted for study. Recently, the program has been extended to provide for the study and management of diseases which do not actually or potentially require hospitalization throughout the largest portion of their course, through the support of outpatient clinical research centers.

Legal authorization.—Section 301 (d) and (i) of the Public Health Service Act of 1944, as amended—42 U.S.C. 241 (d) and (i).

Obligations, fiscal year 1967.—Operating, \$28,463,000; administrative included in other administrative costs and not separately determinable; total not determinable.

57. AWARDS TO UNIVERSITIES AND FOUNDATIONS FOR NATIONAL PRIMATE RESEARCH CENTERS

Purpose.—The purpose of this program is to provide a series of "centers" in the United States to meet a recognized need for large-scale research studies in nonhuman primates on the nervous system, basic

mechanisms of behavior, reproductive biology, and studies in infectious diseases such as yellow fever, malaria, tuberculosis, and poliomyelitis.

History and description.—Established in 1959 and initially administered by the National Heart Institute, the program was transferred to the Division of Research Facilities and Resources, NIH, at the time of the Division's organization in 1962.

Under this program, awards have been made to universities or foundations which serve as host institutions and are responsible for the centers' operations and administration. Each award provided two grants: a nonmatching construction grant and operations grant. The operations grant is a commitment of funds at established levels up to 7 years in advance. It provides for overall scientific and management review at the fourth or fifth year, at which time recommendations for future commitments up to an additional 7 years may be made. During interim periods, additional operating funds may be sought by the submission of supplemental applications which are subject to scientific review procedures. In addition, discrete project grants and/or contracts may be applied for by the scientific staff.

Legal authorization.—Sections 301 (d) and (i), Public Health Service Act of 1944, as amended in 42 U.S.C. 241 (d) and (i).

Obligations, fiscal year 1967.—Operating, \$9 million; administrative included in other administrative costs and not separately determinable; total not determinable.

58. GRANTS FOR STUDY OF LABORATORY ANIMAL MEDICINE

Purpose.—The objective of this program is to improve laboratory animal resources for health-related research.

History and description.—Begun in fiscal year 1966, this program stimulates, through grants to nonprofit institutions, development and study of special colonies of research animal and supports training of specialists in laboratory animal medicine. It also awards fellowships for study of special animal resource problems.

Legal authorization.—42 U.S.C. 241.

Obligations, fiscal year 1967.—Operating, \$3,450,000; administrative included in other administrative costs and not separately determinable; total not determinable.

D. AMERICAN PRINTING HOUSE FOR THE BLIND

1. PUBLICATION OF LITERATURE AND MANUFACTURE OF EDUCATIONAL AIDS FOR THE BLIND

Purpose.—The purpose of this activity is the provision of literature for the blind in all media, and the manufacture of special educational and informational aids for the use of the blind which are not available in the commercial market.

History and description.—Chartered by the Commonwealth of Kentucky on January 23, 1858, as a national nonprofit institution, the American Printing House for the Blind, located in Louisville, Ky., is the oldest publishing house for the blind in the world. In providing literature for the blind, it publishes a wide variety of Braille books and magazines, Braille music, talking books and talking book ma-

chines, and recorded tapes, and also manufactures special aids for use of the blind such as relief maps and globes, Braille writers and slates, arithmetic appliances, and the like. Through the Federal act of 1879 to promote the education of the blind, necessary special materials required in the education of blind students of less than college level are provided.

For these purposes the act of 1879 provided a grant of \$10,000 per year—the income at 4 percent from \$250,000 worth of Government bonds (converted in 1906 into a permanent trust fund on deposit with the Treasury). In 1919, an annual additional appropriation was authorized not to exceed \$40,000. The ceiling on this authorization, after being raised by several Congresses, was eliminated in 1961.

Legal authorization.—Act of the Commonwealth of Kentucky, January 23, 1958 (acts of the General Assembly of the Commonwealth of Kentucky, 1857-58, vol. I, ch. 115, p. 192), and subsequent amendments; Federal Act to Promote the Education of the Blind, March 3, 1879 (U.S. Stat. L., 45th Congress, 1879, sess. III, ch. 186, p. 467), and subsequent amendments.

Obligations, fiscal year 1967.—Operating, \$996,000; administrative, \$41,000; total \$1,037,000. (Federal only.)

E. FOOD AND DRUG ADMINISTRATION (FDA)

1. OPERATION OF THE FDA INSTITUTE FOR ADVANCED ANALYTICAL CHEMISTRY

Purpose.—The purpose of this training program is to help meet FDA's increasing responsibilities in the advanced instrumental analysis of foods, drugs, and cosmetics, and to meet the growing complexity of the techniques required to perform these analyses.

History and description.—Believing that FDA's long-standing program of in-house training coupled with attendance at scientific meetings and university short courses was no longer adequate to keep its chemists abreast of the latest developments in their field, the Agency's scientific and training staffs began a concerted effort in 1963 to establish a comprehensive and intensive training program at a recognized university. In January 1964, the first FDA Institute for Advanced Analytical Chemistry was opened at the Georgetown University Department of Chemistry, in Washington, D.C.

Each 12-week session is a full-time graduate level course in modern instrumental methods. It is devoted to the basic theory of the methods, as well as practice and guidance in instrumental analytical techniques, and interpretation of data in three fundamental areas of analysis: electrochemistry, spectroscopy, and chromatography. Usually three institutes are held during the fiscal year. The course carries six graduate credits and is limited to 30 students per session.

Legal authorization.—Title 5, United States Code, chapter 41 (Government Employees Training Act).

Obligations, fiscal year 1967.—Operating \$132,900; administrative included in administrative costs and not separately determinable; total not determinable.

2. TRAINING FOR MEMBERS OF PRIVATE INDUSTRY AND STATE AND LOCAL ENFORCEMENT OFFICIALS

Purpose.—The purpose of the informal workshop conferences that constitute this program is to clarify for those attending the Federal Food, Drug, and Cosmetic Act and other consumer protection laws that FDA administers.

History and description.—The Bureau of Education and Voluntary Compliance (BEVC) was established in the 1964 reorganization of the Food and Drug Administration, following a recommendation of the Second Citizens' Advisory Committee on FDA to the Secretary of Health, Education, and Welfare in 1962. Part of the recommendation was that FDA should emphasize "development within industry of an awareness of its own responsibility to comply with reasonable standards, and encouragement of voluntary compliance based upon full knowledge of the requirements of FDA in each area of its jurisdiction."

These training activities provide members of the regulated industries an opportunity to know what the law is, what it requires, what it prohibits, and how it applies to them as firms and individuals, workshops, seminars, and conferences are conducted at the national and district levels. Topics are fitted to the needs of the industries in the particular areas.

Legal authorization.—21 United States Code 375.

Obligations, fiscal year 1967.—Operating \$369,900; administrative included in other administrative costs and not separately determinable; total not determinable.

3. TRAINING FOR STATE MEDICATED FEED MILL INSPECTORS

Purpose.—The purpose of this training is to increase the effectiveness of the Federal-State medicated feed control partnership at the mill inspection level.

History and description.—This program began in 1965 as an adjunct to the FDA agencywide plan for the Federal-State partnership in the regulatory control of medicated feeds. This training program includes classroom instruction and a demonstration inspection of an operating medicated feed mill, under the guidance of experienced Federal inspectors.

Following the formal course, FDA provides additional training for the State inspectors by performing joint Federal-State inspections in mills located in the trainee's own State. In addition, FDA district offices hold planning conferences with officials in the involved States to assure adequate coordination in a comprehensive and realistic program at the inspectional, the analytical, and the administrative levels.

Legal authorization.—21 United States Code 375.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$7,289.

4. TRAINING FOR STATE AND LOCAL FOOD ESTABLISHMENT INSPECTORS

Purpose.—The purpose of this training is to provide State and municipal food establishment inspectors with inspectional concepts

and techniques that will be uniformly comprehensive at Federal, State, and municipal levels.

History and description.—This program was started in 1963 as a result of a request for such training for State and local inspectors by their national organization, the Association of Food and Drug Officials of the United States. Teams of FDA district and Washington headquarters instructors began conducting a 3-day course in various parts of the country. This course utilizes many teaching techniques such as demonstrations, visual aids, special printed material, and a simulated FDA inspection and report of findings on a food manufacturing operation.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$4,587.

5. TRAINING FOR STATE AND LOCAL DRUG ABUSE CONTROL OFFICIALS

Purpose.—The purpose of this training is to provide proficiency in community pharmacy inspection and in drug accountability auditing techniques.

History and description.—This training program was started in 1966 to improve the skills of drug inspectors in those States which have entered into a Federal-State drug abuse control partnership. Under the terms of this partnership, State or local agencies assume responsibility for the control of dangerous drugs at the community pharmacy level. This enables the FDA Bureau of Drug Abuse Control in the area to bring its investigative resources to bear on the separate, more underworld-dominated, distribution of drugs through nonlegitimate channels.

This 4-day course is conducted by experienced FDA drug enforcement agents. It features instruction in the investigative and auditing techniques most applicable to enforcement in community pharmacies.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$7,197.

6. TRAINING FOR FEDERAL, STATE, AND LOCAL POLICE OFFICERS IN DRUG ABUSE CONTROL

Purpose.—The purpose of this training is to increase the police officers' knowledge of the drug abuse problem, and to give them the necessary skills for enforcing the recent drug abuse control laws.

History and description.—FDA's Bureau of Drug Abuse Control (BDAC) was created to administer the Drug Abuse Control Amendments of 1965 to the Federal Food, Drug, and Cosmetic Act. The 89th Congress found and declared that traffic in depressant and stimulant drugs (or in any central nervous system drugs which have a potential for abuse) when not under supervision of licensed practitioners, and traffic in counterfeit drugs, was a threat to public health and safety. The amendments regulate both interstate and intrastate traffic in these drugs. The BDAC enforcement officers cannot regulate the total traffic without the assistance of State, local, and military police.

The training courses for police officers were initiated during fiscal year 1967 and will be a continuing program in BDAC. There were three courses for 50 students each in fiscal 1967.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Operating costs estimated at \$3,150; administrative included in other administrative costs and not separately determinable; total not determinable.

7. DRUG EDUCATION WORKSHOPS FOR COLLEGE DEANS AND ADMINISTRATORS

Purpose.—The purpose of these workshops is to improve college personnel workers' awareness and understanding of dangerous drug and narcotic problems, so that they might communicate more effectively with students and the academic community.

History and description.—The Bureau of Drug Abuse Control was established in 1966 to administer the new drug abuse control laws.

At the request of the academic community, one national and seven regional drug education workshops were held during February and March 1967. The project will continue as a drug education information resource to collect and disseminate materials for campus programs.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$75,000.

8. EDUCATIONAL SERVICES FOR PROFESSIONALS IN THE HEALTH FIELD

Purpose.—The purpose of these services is to develop continuing educational programs for physicians, pharmacists, and health educators.

History and description.—This program was initiated in January 1967 to supply important information about FDA, such as drug recalls, adverse reactions, and new drug approvals to professionals in the health field to help them understand market actions relating to drug products. Drugs are recalled from the market, or adverse reaction warnings are publicized, to prevent health hazards.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$17,142.

9. SERVICES FOR ELEMENTARY AND SECONDARY SCHOOLS

Purpose.—The purpose of these educational services is to help students appreciate the health protection provisions of the Federal Food, Drug, and Cosmetic Act and respond by wisely choosing and safely using foods, drugs, cosmetics, and medical devices.

History and description.—The first consumer education program for schools was begun in 1963. In June 1966 a new program was initiated to develop curriculum resource guides, supportive visual aids, and other informative materials for elementary and secondary schools and leaders of youth organizations. Educational and informational services are provided on request to educators, editors, and publishers on the protection of life through the choice and wise use of safe and nutritious foods, safe and effective drugs, and safe cosmetics.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$21,000.

10. CONSUMER EDUCATION SERVICES

Purpose.—The purpose of the consumer education program is to help consumers choose health products and services wisely; buy and use foods and cosmetics wisely; be alert to hazardous products in the home; and evaluate claims in the labeling and advertising of foods, drugs, and cosmetics.

History and description.—Consumer education has long been considered necessary to inform the public of protection afforded them under the Federal Food, Drug, and Cosmetic Act. In 1952 a consumer consultant program was started on a part-time basis in FDA district offices primarily to advise FDA concerning problems of consumers, but also to develop two-way communication with the public. Full-time consumer specialist positions were established in 1964, providing FDA with an education service to reach the consumer. In June 1966 a program of conferences was started to reach leaders in such target audiences as aging, health, and science educators in elementary and secondary schools, and consumer and community service groups within organized labor. This conference technique makes the most effective use of existing personnel.

Legal authorization.—21 U.S.C. 375.

Obligations, fiscal year 1967.—Administrative and operating costs not separable; total estimated at \$50,000 for the educational activity of the program as distinguished from the strictly informational activity.

11. DEVELOPMENT OF PERSONNEL TRAINING PROGRAMS IN COOPERATION WITH THE FOOD, DRUG, AND COSMETIC INDUSTRIES

Purpose.—The purpose of this program is to assist industry in its efforts to review and evaluate programs relative to recruiting, training, and upgrading of minority personnel, at the request of industry.

History and description.—Within the Office of the Assistant Commissioner for Education and Information, this program of a nonregulatory nature was established August 1966. Aware of the growth and expansion of their companies, industry felt a need to share with the FDA some of their concerns about the status and potential of their training structures. Within 10 months, two major conferences were held which dealt directly with manpower requirements within these industries. The program will continue as a cooperative venture between the agency and the industries regulated by FDA on the basis of interest exhibited by these industries.

Legal authorization.—21 U.S.C. 374, title VII, Equal Employment Act.

Obligations, fiscal year 1967.—Operating and administrative costs not separable; total \$13,100.

F. VOCATIONAL REHABILITATION ADMINISTRATION

(Note: The Vocational Rehabilitation Administration became a part of the Social and Rehabilitation Service as of August 15, 1967. The educational and training programs of the Vocational Rehabilitation Administration are here reported as of fiscal 1967, the period covered by this survey.)

1. VOCATIONAL REHABILITATION (INVOLVING TRAINING) OF DISABLED INDIVIDUALS

Purpose.—The purpose of this program is to assist the States in rehabilitating physically or mentally handicapped individuals so that they may prepare for and engage in remunerative employment to the extent of their capabilities, thereby increasing not only their social and economic well-being but also the productive capacity of the Nation.

History and description.—The first Vocational Rehabilitation Act (1920) provided limited services in vocational training, counseling and placement. The authority for the program was renewed several times until it was made permanent as title V of the Social Security Act in 1935. In 1943, the 78th Congress enacted Public Law 113, which broadened the concept of rehabilitation. Under this law for the first time the separate State agencies serving the blind came into the State-Federal vocational rehabilitation program.

Great impetus to the cooperative Federal-State program came with the enactment of the Vocational Rehabilitation Amendments of 1954 (Public Law 565, 83d Congress). These amendments were designed to help provide for specialized rehabilitation facilities, for more comprehensive services to individuals, and for other administrative improvements to increase the program's overall effectiveness.

Individuals may be provided with any service necessary for their vocational rehabilitation. Some services are furnished without cost to the individual. The disabled person participates in the cost of other services to the extent he is able to pay. Counseling, vocational evaluation and guidance, and placement are provided directly by staff of the State agency, which usually purchases the other services from established sources.

Under the 1954 amendments, the financing system of the national program was completely overhauled. A new three-part grant structure has been provided. Grants are made for (1) basic support of vocational rehabilitation services, (2) extension and improvement projects, and (3) for special research, demonstration, and training projects.

Legal authorization.—Vocational Rehabilitation Act (29 U.S.C., ch. 4); Randolph-Sheppard Act (20 USC, ch. 6A).

Obligations, fiscal year 1967.—Operating \$8,310,000, administration reported by the Vocational Rehabilitation Administration "not feasible to estimate"; total \$8,310,000, exclusive of amount for administration.

2. RESEARCH, RESEARCH FELLOWSHIPS, AND DEMONSTRATION PROJECTS

Purpose.—The purpose of this program is to encourage and help support research, studies, and investigations into disabling conditions and rehabilitation procedures to acquire new knowledge and improved methods in rehabilitating handicapped persons.

History and description.—Under section 4(a)(1) and section 7 of Public Law 565, 83d Congress, grants for the conduct of research and

demonstration projects are made to States and public and other non-profit organizations and agencies (including colleges, universities, medical schools, etc.) to develop more effective methods and techniques for the vocational rehabilitation of disabled persons. The grants are reviewed and recommendations made by the National Advisory Council on Vocational Rehabilitation, composed of medical, educational, scientific, and other members who are established authorities in fields concerned with vocational rehabilitation.

As the research and demonstration grant program has developed, an increasing number of projects are being carried on in institutions of higher learning, including medical schools, schools of public health, and schools of social work.

Under section 7 of the same law, research fellowship grants are made to qualified individuals to help develop research and research competencies.

Legal authorization.—Vocational Rehabilitation Act (29 U.S.C. ch. 4); International HEW Research Act of 1960 (74 Stat. 364).

Obligations, fiscal year 1967.—Operating, \$30,525,000; administrative reported by the Vocational Rehabilitation Administration “not feasible to estimate”; total, \$30,525,000, exclusive of amount for administration.

3. TRAINING GRANTS

Purpose.—The purpose of these grants is to increase the supply of qualified personnel who can contribute to the rehabilitation of disabled persons.

History and description.—Grants have been made to State and other public and voluntary nonprofit agencies to pay part of the instructional costs involved in establishing, improving, or expanding training programs and to give traineeships to individuals enrolled in training courses. Some training programs have been on a regular academic or calendar year basis, while others have been short term in nature.

In 1967 training grants were made in the fields of medicine, nursing, occupational therapy, physical therapy, prosthetics and orthotics, psychology, rehabilitation counseling, social work, speech pathology, and audiology and for specialized work with the aurally or visually handicapped.

Legal authorization.—Vocational Rehabilitation Act (29 U.S.C. ch. 4).

Obligations, fiscal year 1967.—Operating, \$29,800,000; administrative reported by the Vocational Rehabilitation Administration “not feasible to estimate”; total, \$29,800,000, exclusive of amount for administration.

4. TRAINING SERVICES GRANTS

Purpose.—The purpose of these grants is to assist the States and other public, and private nonprofit organizations and agencies in providing training services to prepare handicapped individuals for gainful employment.

History and description.—Under section 13(a) of the Vocational Rehabilitation Act amendments of 1965 (Public Law 89-333) provisions were made for grants for projects for training services. These grants, amounting to 90 percent of project costs, are made to States

and public and other nonprofit organizations and agencies for providing training services in public or other nonprofit workshops and rehabilitation facilities. Authority to pay weekly allowances to trainees and their dependents is included.

Legal authorization.—Vocational Rehabilitation Act, as amended (29 U.S.C. ch. 4).

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$2 million.

5. SPECIAL RESEARCH AND TRAINING CENTERS

Purpose.—The purpose of this program is to discover new rehabilitation techniques and knowledge, to impart information, and to increase the number of trained professional personnel rendering services to the disabled.

History and description.—Initiated in 1962, under section 4(a)(1) of the Vocational Rehabilitation Act, as amended, this program provides grants to assist in the organization of centers affiliated with universities which have the potentialities to develop appropriate resources for research and training in disciplines related to rehabilitation. Grants are made to the following types of centers: (1) medical research and training centers which include well-developed medical schools with comprehensive teaching and research programs in physical and rehabilitation medicine; (2) research and training centers for vocational rehabilitation which carry on the training of medical and medically allied professional and subprofessional personnel in a research-oriented environment focusing mainly on the work counseling, training, and adjustment of the rehabilitant; (3) research and training centers in mental retardation which include programs in biomedical, psychosocial, educational, and vocational research and the teaching of educational, psychosocial, vocational, and other health-related personnel who work with the retarded; and (4) research and training centers for the deaf which focus on the personal and work adjustment of the deaf individual, conducting long- and short-term training courses and related research.

Legal authorization.—Vocational Rehabilitation Act (29 U.S.C. ch. 4).

Obligations, fiscal year 1967.—Operating, \$8,574,729; administrative reported by the Vocational Rehabilitation Administration "not feasible to estimate"; total, \$8,574,729, exclusive of amount for administration.

G. SOCIAL SECURITY ADMINISTRATION

1. VOCATIONAL REHABILITATION OF DISABILITY INSURANCE BENEFICIARIES

Purpose.—The purpose of this program is to make vocational rehabilitation services more readily available to disability insurance beneficiaries who have the potential to be restored to productive work.

History and description.—The number of disabled workers entitled to disability insurance benefits reached almost a million by the end of fiscal year 1965 and there were another one-half million persons disabled since childhood who were receiving child disability benefits.

Inadequate financial resources had been one of the major factors in limiting the number of beneficiaries who were accepted by State agencies and provided rehabilitation services. The Social Security Act was amended in 1965 to provide money from the social security trust funds to pay the States for the costs of rehabilitation services for these beneficiaries, not to exceed 1 percent of the benefits attributable to disability.

Legal authorization.—Social Security Act (Public Law 271, 74th Congress), title II, as amended in 1965, 42 U.S.C. 422(d).

Obligations, fiscal year 1967.—Operating, \$6,461,587; administrative, \$299,000; total \$6,760,587.

2. INTERNATIONAL SOCIAL SECURITY TRAINING

Purpose.—The purpose of this activity is to provide opportunities for social security administrators from other countries to study and observe the program and the administration of social security in the United States.

History and description.—In 1940, a group of Latin America experts in social security made up the first team of its kind to come to this country (under the auspices of the Coordinator of Inter-American Affairs) to study the U.S. social security program and its administration. Since then, a stream of such visitors have visited the United States, either individually or in groups, to study the organization of social security, its methods and techniques, under the auspices of the U.S. foreign aid agency, successively called the Economic Co-operation Administration, Mutual Security Agency, Technical Co-operation Administration, Foreign Operations Administration, International Cooperation Administration, and currently, the Agency for International Development. In 1954, the Social Security Administration entered into an agreement for cooperation in this field with the U.S. foreign aid agency. This agreement was amended in 1959 and superceded in 1966 by an agreement with the Department of Health, Education, and Welfare.

Individual training programs are planned and arranged for social security administrators and personnel from other countries in the various specialities of the program, organization and administration of social security for periods of time varying from 2 to 9 months. Annual seminars are conducted in the administration of social security under the auspices of the Agency for International Development for representatives of countries throughout the world. In 1967, the Social Security Administration, with the cooperation of the University of Wisconsin, offered a seminar in social security policy as related to economic and social development under the auspices of AID.

Legal authorization.—Foreign Assistance Act of 1961 as amended; the agreement with the Agency for International Development provides for the transfer of funds from that agency to the Social Security Administration for this purpose.

Obligations, fiscal year 1967.—Administrative obligations totaled \$55,008.

3. SOCIAL SECURITY STUDENT BENEFITS

Purpose.—The purpose of this program is to provide benefits for 18- to 22-year-old individuals who are (1) the offspring of disabled,

retired or deceased workers covered by social security, and who are (2) dependent because they are full-time students.

History and description.—The Social Security Amendments of 1965 gave benefits to 18- to 22-year-old students who are the offspring of disabled retired or deceased workers covered by social security provided these students are in full-time attendance in school or college. Benefits first became payable to minor dependent children of retired or deceased workers covered by social security in January 1940 and were extended to their disabled dependent children age 18 and over in January 1957. Benefits for dependent, minor or disabled workers covered by social security became payable in September 1958.

Social security benefits now being paid to students 18 to 22 amount to more than the scholarships at all colleges and universities in the United States.¹ These benefits are paid without regard to scholarship or other educational assistance received by the student and no test is applied as to financial need or academic standing. Student benefits are also payable for up to 4 months in a vacation period providing the student establishes that he intends to resume full-time attendance immediately following such period. If a student is employed and earns more than \$1,680 a year (\$1,500 a year before 1968) a portion of his benefits may not be payable. However, no benefits are payable if the student is employed and is attending school at the employer's request or requirement and is paid by the employer for such attendance.

Legal authorization.—The Social Security Act, as amended, Sec. 202D. 42 U.S.C. 402D. Also, Social Security Amendments of 1965. Public Law 89-97.

Obligations, fiscal year 1967.—Administrative and operating not clearly separable. Total benefits paid to students, approximately \$315 million.

H. GALLAUDET COLLEGE

1. PROVISION OF LIBERAL HIGHER EDUCATION FOR DEAF PERSONS

Purpose.—The purpose of Gallaudet College is to provide a liberal higher education for deaf persons who need special facilities to compensate for their lack of hearing.

History and description.—The institution now known as Gallaudet College was incorporated by Congress in 1857 as a private institution having the President of the United States as its patron. It was authorized by Congress to grant degrees in 1864. The college was first accredited by the Middle States Association of Colleges and Secondary Schools in 1957; its accreditation was reaffirmed in 1967. The undergraduate college offers 4-year bachelor's degrees in arts and science. Applicants having high potential but inadequate educational backgrounds may be accepted subject to successful completion of a 1-year preparatory course at the subfreshman level. The graduate school offers 2-year master's degrees in education of the deaf and in audiology. A preschool and an elementary/secondary school are operated by the college on campus, partly as a public service and partly to provide laboratory schools for graduate students. Their pupils come from the

¹ Statement by the Secretary of Health, Education, and Welfare reported in the Newnan Times-Herald, Newnan, Ga., June 6, 1968. (U.S. Department of Health, Education, and Welfare press clipping.)

District of Columbia and nearby counties. The college also conducts basic and applied research into the problems of deafness.

About two-thirds of the college's support is provided by congressional appropriation; the balance comes principally from charges for tuition and maintenance.

Legal authorization.—Public Law 420, approved June 18, 1954.

Obligations, fiscal year 1967.—Operating, \$2,520,000; administrative, \$70,000; total, \$2,590,000 (Federal funds only).

I. HOWARD UNIVERSITY

1. MAINTENANCE AND OPERATION OF THE UNIVERSITY

Purpose.—The purpose of maintenance and operation of Howard University is provision of higher education on the undergraduate, graduate, and professional levels, especially for Negro students.

History and description.—Founded under private auspices, Howard University was chartered on March 2, 1867, as a university for the education of Negro youth in the liberal arts and sciences. Today it provides training in the liberal arts, graduate studies, medicine, dentistry, pharmacy, law, religion, social work, engineering and architecture, and fine arts. It received its first appropriation from the Congress in 1879. In 1928, the Congress authorized annual appropriations.

During the academic year 1966-67, in addition to facilities already in use, a dormitory building for women students was in process of construction. Plans were being prepared for the construction of a men's dormitory, a 500-bed teaching hospital to replace Freedmen's Hospital, a physical education building for women, a university center (student union), a women's dormitory, an addition to the medical-dental library, and a house for the president.

Legal authorization.—Annual appropriations authorized on December 13, 1928, by an act to amend section 8 of an act entitled "An act to incorporate the Howard University in the District of Columbia," approved March 2, 1867, for the purpose of aiding "in the construction, development, improvement, and maintenance of Howard University."

Obligations, fiscal year 1967.—Operating, \$13,832,249; administrative, \$1,174,751; total, \$15,007,000 (including plans and construction of buildings; Federal funds only).

J. OFFICE OF FIELD ADMINISTRATION

1. SURPLUS PROPERTY UTILIZATION FOR EDUCATIONAL AND OTHER PURPOSES

Purpose.—The purpose of this program is to allocate surplus Federal property to State agencies for distribution to tax-supported and other nonprofit educational and health institutions, and to civil defense organizations established pursuant to State law.

History and description.—The Surplus Property Act of 1944 provided for transfers of personal property to health and education institutions at discount from fair value; and for donation of personal property to such institutions where the administrative costs of other disposal exceeded the recoverable value. Under prior statutes, the Armed Forces were authorized to donate to educational institutions

surplus and obsolete machines, tools, mechanical equipment, electronics, and aeronautical equipment which were needed and usable for vocational educational purposes.

In October 1946 the U.S. Office of Education began determining the educational need for such property and providing for equitable distribution throughout the United States and its territories and possessions by allocation of the surplus among the various States.

In June 1948, the 80th Congress (Public Law 889) broadened the authorization for the armed services to donate personal property to schools, colleges, and universities upon determination by the Commissioner of Education that such property was needed and usable for educational purposes.

The Federal Property and Administrative Services Act of 1949 (Public Law 1528; 81st Cong., June 30, 1949) made surplus personal property of all executive agencies available for educational use by donation to educational institutions. This act was amended by Public Law 754, 81st Congress, making surplus property of all executive agencies donable for public health purposes.

In July of 1956 the act was again amended to authorize the Federal Civil Defense Administrator (now Director of the Office of Civil and Defense Mobilization) to allocate personal property for donation to civil defense organizations established pursuant to State law. This function was delegated to the Secretary of Health, Education, and Welfare in September 1956.

Following the amendment of Public Law 152, by Public Law 754, 81st Congress, to broaden the field of eligibility to public health purposes, as well as educational purposes, the administration of the program was centralized in the Office of Field Services (now Office of Field Administration).

Section 203(k)(1) of the Federal Property and Administration Services Act, 1949, as amended, authorizes the Administrator of General Services to assign to the Secretary of Health, Education, and Welfare for disposal such surplus real property as is recommended by the Secretary as being needed for school, classroom, or other educational use or for use in the protection of public health, including research. This section further authorizes the Secretary of the Department to sell or lease such real property for educational or public health purposes, and establish such sale or lease price by taking into consideration the benefits which have or will accrue to the United States from such use.

Legal authorization.—Section 203(j) and 203(k) of the Federal Property and Administrative Services Act of 1949 (Public Law 152, 81st Cong.) as amended.

Obligations, fiscal year 1967.—Operating, 0; administrative, \$1,093,-000; total, \$1,093,000.

K. WELFARE ADMINISTRATION

(NOTE.—The Welfare Administration became a part of the Social Rehabilitation Service effective as of August 15, 1967. The educational and training programs of the Welfare Administration are here reported as of fiscal 1967, the period covered by this survey.)

1. PUBLIC ASSISTANCE PROGRAMS, WIDELY INVOLVING EMPLOYEE TRAINING

Purpose.—The purpose of this program is to assist States in providing old-age assistance, medical assistance, aid to families with dependent children, aid to the blind, and aid to the permanently and totally disabled.

History and description.—The Welfare Administration was established in 1963, following the passage of the 1962 public welfare amendments to the Social Security Act. Most of the welfare programs are Federal-State programs, utilizing Federal grant-in-aid and consultation. The Welfare Administration is actively concerned with the development of programs in the States. Providing services and technical assistance to trainees from other countries, and consultation to other Nations through the Department of State and international organizations also are responsibilities of the Welfare Administration.

When the Social Security Act was passed in 1935, a board decision was reached to provide Federal matching of State funds used for training of staff and for educational leave. The official State agency makes payments to recipients for educational leave to cover part or all of the costs of education, including tuition fees, maintenance and travel to and from the educational institution. In addition, the official State agency may use Federal funds for giving grants to educational institutions for faculty and for providing supervised fieldwork which is matched by the Federal agency at the 50- or 75-percent rate, whichever is used, in accordance with the approved plan for services and training.

Legal authorization.—Social Security Act (Public Law 271, 74th Cong.), August 14, 1935, titles II and XI as amended (42 U.S.C. 401 et seq., and 1301 et seq.). Administrative Procedure Act (Public Law 404, 79th Cong.) (5 U.S.C. 1001 et seq.). Migration and Refugee Assistance Act of 1962 (Public Law 87-510); Juvenile Delinquency and Youth Offenses Control Act of 1961.

Obligations, fiscal year 1967.—Operating (Federal share only), for training, for educational leave of employees, and for grants to educational institutions for faculty total \$18,321,048; administrative obligations reported not determinable.

2. TRAINING TO PROVIDE HEALTH SERVICES TO MOTHERS AND CHILDREN (CHILDREN'S BUREAU)

Purpose.—The purpose of this program is to train workers to provide health services to mothers and children.

History and description.—With the passage of the Social Security Act of 1935, Federal funds became available to assist State health departments and crippled children's agencies in extending and improving their health services to mothers and children. Most States have used some of their grant-in-aid funds each year for establishing train-

ing courses and providing field experience in the specialized fields related to the care of mothers and children.

The Social Security Amendments of 1960 broadened the health titles of the Social Security Act to permit special project grants to institutions of higher learning. The amendments of 1965 authorized additional grants for training.

The professional personnel being trained includes physicians, dentists, audiologists, nurses, physical therapists, occupational therapists, nutritionists, social workers, psychologists, and speech and language specialists.

Legal authorization.—Social Security Act, as amended, title V, parts 1 and 2.

Obligations, fiscal year 1967.—Operating (Federal funds only), \$13,500,000; administrative obligations reported not determinable.

3. EDUCATIONAL LEAVE FOR CHILD WELFARE SERVICES (CHILDREN'S BUREAU)

Purpose.—The purpose of this program is to increase the competence of staff through educational leave for professional education as a means of improving the States' administration of their child welfare services.

History and description.—Since initiation of the program, following passage of the Social Security Act in 1935, the majority of the State public welfare agencies have expended a proportion of their funds for educational leave of staff as a means of establishing, extending, and strengthening their child welfare services. Funds under the program are allotted on the basis of plans developed jointly by the State agencies and the Children's Bureau.

Legal authorization.—Social Security Act, as amended, title V, part 3.

Obligations, fiscal year 1967.—Operating (Federal funds only), \$3,746,366; administrative obligations reported not determinable.

4. TRAINING PERSONNEL FOR WORK IN THE FIELD OF CHILD WELFARE— DIRECT FEDERAL GRANTS

Purpose.—The purposes of this program are to provide training grants to accredited institutions of higher learning to strengthen their resources for training students for work in the field of child welfare, to provide traineeships for students preparing for this field, and to support short-term training courses.

History and description.—The Public Welfare Amendments of 1962 authorized a new program of training grants to provide a pool of trained personnel for work in the field of child welfare and to help institutions of higher learning train a greater number of persons for work in child welfare by expanding and strengthening their educational resources.

During the fiscal year 1967, the Children's Bureau approved 171 grants to strengthen teaching programs in child welfare, 741 traineeships at the master's level, 47 traineeships at the doctoral level, and 21 short-term training projects.

Legal authorization.—Social Security Act, as amended, title V, part 3.

Obligations, fiscal year 1967.—Operating (Federal funds), \$5,499,-802; administrative obligations reported not determinable.

L. ADMINISTRATION ON AGING

(Note: The Administration on Aging became a part of the Social and Rehabilitation Service effective as of August 15, 1967. The educational and training program of the Administration on Aging is here reported as of fiscal year 1967, the period covered by this survey.)

1. GRANTS FOR COMMUNITY PLANNING, DEMONSTRATION PROJECTS, TRAINING, AND RESEARCH

Purpose.—The purpose of this program is to make grants available to enable States and territories to support: (1) community planning and coordination of programs to serve older persons; (2) demonstrations of programs or activities beneficial to older people; (3) training of special personnel needed to carry out such programs; and (4) the expansion of existing programs and the establishment of new ones.

History and description.—The Administration on Aging was formally established on October 1, 1965, and its program of grants to States and territories became operative in January of 1966. The program operates under a State plan which each participating jurisdiction is required to submit. One percent of the appropriation each year is available for allotment to each State, the District of Columbia and Puerto Rico. One-half of 1 percent of the appropriation for each year is available for allotment to American Samoa, Guam, and the Virgin Islands. The remainder of the appropriation is apportioned among participating jurisdictions according to the ratio which the population of each jurisdiction aged 65-plus bears to the total population aged 65-plus.

Legal authorization.—The Older American Act of 1965, Public Law 89-73 (45 U.S.C. 903), as amended by the Older Americans Amendments of 1967, Public Law 90-42.

Obligations, fiscal year 1967.—Operating, \$8,500,000; administrative reported "cannot be separately identified"; total, \$8,500,000.

M. NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Purpose.—The purpose of the National Technical Institute for the Deaf is to provide opportunities for deaf students to receive technical training and/or further education designed to prepare them for successful employment.

History and description.—Public Law 89-36 provided for the establishment and operation of a National Technical Institute for the Deaf. The legislation authorized the Secretary of Health, Education, and Welfare to enter into an agreement with an institution of higher education for the establishment, construction, equipment and operation of a postsecondary technical training facility for the deaf. On recommendation of the National Advisory Board, on December 20, 1966, the Secretary entered into an agreement with the Rochester Institute of Technology for the establishment, construction, and operation of the National Technical Institute for the Deaf.

Legal authorization.—Act of June 8, 1965, Public Law 89-36, 89th Congress, codified 20 U.S.C. 681 through 685.

Obligations, fiscal year 1967.—Operating, \$491,000; administrative included in operating; total \$491,000.

N. ST. ELIZABETHS HOSPITAL

1. TEACHING OF NEUROANATOMY AND NEUROPATHOLOGY

Purpose.—The purpose of this instruction is to supplement the general training program of psychiatric residents and psychiatrists.

History and description.—There has been an active teaching program in neuroanatomy and neuropathology in Blackburn Laboratory at St. Elizabeths Hospital since the early days of World War II. At that time a St. Elizabeths Hospital pathologist was asked to give review courses in these subjects for naval officers who were sent to the hospital for intensive training in psychiatry. Following the cessation of the war, similar short review courses were given annually to the psychiatric residents, and psychiatrists and neurologists preparing for examinations in psychiatry and neurology. Although at first limited to hospital personnel, it was soon expanded to include officers of the Army and Navy who were stationed locally. These courses have become well established and are now given twice a year weekly for a 12-week period prior to the examinations. Physicians in private practice as well as those in Government hospitals in the area, and from more distant points, have been participants.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative, and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,809; total, \$1,304,926 for all of these programs.

2. INTERN AND RESIDENT TRAINING

Purpose.—The purpose of this training is to provide a source for medical staff recruitment and to stimulate and disseminate scientific information on the care and treatment particularly of mentally ill persons.

History and description.—Intern training was started about 1920 although the hospital was not approved by the American Medical Association for the training of interns until 1923. The training program was set up to provide the hospital with the services of newly graduated medical students, and to furnish the opportunity for the medical growth found in a teaching hospital. Medical interns in the course of 12 months receive training in internal medicine, surgery and an elective.

The training of resident physicians in psychiatry has been in effect since the establishment of the hospital in 1855, but has been greatly strengthened since the creation of the American Board of Psychiatry and Neurology in 1935 which organized and systemized training in psychiatry throughout the Nation. The hospital has been inspected and approved by the boards for the full 3 years of training required before candidates can qualify as specialists in psychiatry.

The anatomical pathology residency program was approved in 1961. It provides any one of 4 years of residency training. Two pathology

residences are offered annually. Other medical residents from nearby training hospitals come to St. Elizabeths for affiliations in internal medicine and ophthalmology.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875) 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,-609; total, \$1,304,926 for all of these programs.

3. PSYCHIATRIC NURSING TRAINING

Purpose.—The purpose of this program is to provide psychiatric nursing experience for undergraduate and graduate nursing students enrolled at the Catholic University of America, and for nursing students enrolled in associate degree programs and the basic diploma programs in hospitals schools of nursing.

History and description.—The program started in 1921 when nursing students were accepted through enrollment in basic nursing schools with which St. Elizabeths had an agreement. In 1943 a field experience program for Catholic University graduate nursing students was initiated. In 1957 undergraduate nursing students from Catholic University were accepted for training, and in 1967 nursing students were accepted from a junior college with which St. Elizabeths has an agreement.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

4. NURSING ASSISTANT TRAINING

Purpose.—The purpose of this training is to aid inexperienced employees in the development of desirable attitudes, and to prepare them to function safely and effectively in administering psychiatric patient care.

History and description.—A program of training for auxiliary personnel has been in effect since the founding of the hospital in 1855. Revision of the training has been dependent upon the needs of the hospital. At the time of this writing it consists of 228 hours of classwork and 12 months of planned clinical experience during the first year of employment. An advanced program (optional) consisting of 100 hours of classwork is available to nursing assistant personnel who wish to prepare for positions of increased responsibility.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

5. OCCUPATIONAL THERAPY INTERN TRAINING

Purpose.—The purpose of this program is to train occupational therapy interns in the practice of occupational therapy with the mentally ill.

History and description.—The program was begun in 1948. The content has varied with changing psychiatric concepts and administrative policies. At the time of this writing the training consists of 28 hours of orientation; 38 hours of instruction, including psychiatric clinics and conferences; and 454 hours of supervised clinical practice. Classroom instruction is in the areas of psychiatric theory and application of occupational therapy principles in the treatment of the mentally ill.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

6. PROTESTANT CHAPLAIN AND CLINICAL PASTORAL TRAINING

Purpose.—The purpose of this training is to provide institutional chaplains and community pastors with a clinical experience, under competent supervision, so that they might come to understand and deal with the deeper needs of troubled people.

History and description.—The program was originated to meet the growing demands for trained mental hospital chaplains; and from community pastors and theological educators for clinical understandings in dealing with pastoral problems. Since the first training was offered in 1945, the levels, content and numbers of trainees have expanded to meet the growing needs and understandings in the relationship between religion and psychiatry. At the time of this writing there are six levels of training offered.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating \$1,034,317; administrative \$270,609; total, \$1,304,926 for all of these programs.

7. CATHOLIC CHAPLAIN INTERN AND RESIDENT TRAINING

Purpose.—The purpose of this program is to provide training for priests who will be appointed as Catholic chaplains in public mental hospitals, and to give a psychiatric orientation and supervised mental hospital chaplaincy experience to priests in other fields of the ministry, as well as to prepare chaplains to become supervisors of Catholic chaplaincy training courses in their own hospitals.

History and description.—Until the first Catholic chaplain intern was accepted at St. Elizabeths Hospital in June 1951, there were no formal training courses anywhere for the Catholic chaplaincy in mental hospitals. Since that time, priests throughout the United States and Canada have been trained at St. Elizabeths Hospital. The training con-

sists in weekly attendance at psychiatric lectures, admission conferences, and clinics, as well as daily consultations and weekly seminars with the staff Catholic chaplains. The trainees receive supervised experience by assisting the staff Catholic chaplains in all phases of their work: conducting public worship, administering the sacraments, preaching, individual interviews and counseling, etc. Assigned readings are also required.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,-609; total, \$1,304,926 for all of these programs.

8. DANCE THERAPY TRAINING

Purpose.—The purpose of this program is to train those who work with mentally ill patients in the principles and fundamentals of dance therapy.

History and description.—The dance therapist position was established at St. Elizabeths in 1947. Since that time, classes have been instituted for personnel: lectures and informal talks have been given; and demonstrations have been given on the theory and application of music and dancing as a form of therapy for mentally ill patients.

Dance therapy is designed to provide a nonverbal medium of communication through rhythmic movement and body action as prescribed for groups and individual patients in various stages and levels of mental illness.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating \$1,034,317; administrative, \$270,-609; total, \$1,304,926.

9. PSYCHODRAMA TRAINING

Purposes.—The purpose of this program is to provide experience in the relatively new field of psychodrama, creating a recruitment source for professions, and expanding the psychodrama services available to hospital patients.

History and description.—The psychodrama training program was informally established in 1940, followed by the inception of the formal training program for interns and residents in 1961. The latter offers training in psychodrama, group dynamics, sociometry and social systems, particularly as they are related to mental health, to hospital staff and trainees, community groups, and enforcement agencies including the Metropolitan Police, Secret Service, U.S. Park Police and the Drug Abuse Unit of the F.D.A.

Training methods include lectures, reading seminars, professional training supervision, operational research, training films, and interdisciplinary conferences concerning the progress of the patient.

Training is available to community groups who may have contact with the mentally ill, with emphasis on modifying attitudes toward mental illness.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeths Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeths Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

10. VOLUNTEER TRAINING

Purpose.—The purposes of this program are: (1) To provide an opportunity for patients to have therapeutically beneficial relationships with representative citizens of the community; (2) to provide a basis for selected citizens from the community to learn of the operation, performance and needs of the hospital to the end that they may intelligently publicize and support the needs and accomplishments of the hospital to the community at large.

History and description.—For approximately 30 years previous to 1954, the American Red Cross recruited and trained volunteers for the hospital. The volunteer services branch was set up in 1954 to recruit, train, and assign volunteers.

Volunteers receive 12 hours of training before being assigned. History and organization of the hospital, nursing service, occupational therapy, chaplains' services, recreation, social service, dietary department, and a tour of the hospital are included in the training course. The courses are given twice a year, in the spring and fall to both daytime and evening volunteers.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

11. FIELD EXPERIENCE TRAINING FOR U.S. NAVY HOSPITALMEN

Purpose.—The purpose of this training is to provide additional experience in the nursing care of psychiatric patients for certain U.S. Navy hospitalmen at the U.S. Naval Hospital, Bethesda, Md.

History and description.—A program for training U.S. Navy hospitalmen in the care of the mentally ill was started in 1942; the present program was reactivated in 1951. The training is designed to carry out the purpose stated above.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

12. TRAINING IN CLINICAL PSYCHOLOGY

Purpose.—The purpose of this program is to give supervised internship training to Ph. D. candidates and postdoctoral training for psychologists. After completion of appropriate training, candidates are eligible for clinical or research staff positions at the hospital or with other institutions.

History and description.—Training includes personality assessment, psychotherapeutic treatment, clinical research, and participation in a wide range of hospital activities. The program was initiated in 1947, and in 1956 was on the first list of training programs approved by the Education and Training Board of the American Psychological Association. Interns are given intensive supervision by doctorally trained and specially qualified staff psychologists and psychiatrists. Second level internships and residencies are available for more intensive training in a speciality: research, individual or group psychotherapy, or assessment of specific groups such as maximum security for youth patients.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,-609; total, \$1,304,926 for all of these programs.

13. TRAINING IN RECREATION THERAPY

Purpose.—The purpose of this program is to provide training for undergraduate and graduate students majoring in therapeutic recreation.

History and description.—Since 1962, students have received specialized training in administering recreation programs for mentally ill patients in an institutional setting, under this program.

The hospital program in recreation therapy is accredited by the National Therapeutic Recreation Society, a branch of the National Recreation and Park Association.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 § 1.

Obligations, fiscal year 1967.—Operating, administrative, and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,-609; total, \$1,304,926 for all of these programs.

14. DENTAL INTERNSHIP TRAINING

Purpose.—The purpose of this program is to provide recent dental graduates with a year's rotating internship in dentistry.

History and description.—In 1951 the hospital was approved by the Council on Education, American Dental Association, as an accredited training center for dental interns. Experience is received in oral diagnosis, treatment planning, preventive dentistry, periodontics, oral medicine, endodontics, prosthodontics, oral surgery, oral pathology, roentgenology, and restorative dentistry.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 §1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

15. HOSPITAL ADMINISTRATION TRAINING

Purpose.—The purpose of this program is to provide 12 months of required residency training to students enrolled in a graduate program in hospital administration.

History and description.—In 1966 the hospital was given accreditation for this training and appointed its first hospital administration resident. Training is given in budget, finance, personnel, and other hospital administration fields. Much of the training is given through supervised work experience.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 §1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,609; total, \$1,304,926 for all of these programs.

16. TRAINING IN SOCIAL WORK

Purpose.—The purpose of this training is to provide graduate social work students with supervised clinical work experience in a psychiatric hospital.

History and description.—About 30 years ago, St. Elizabeth's made its first agreement with the Catholic University of America School of Social Work to provide field work experience for its students.

Since then similar agreements have been made with the Social Work Schools of Howard University and Richmond Professional Institute.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 §1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,609; total \$1,304,926.

17. MEDICAL STUDENT TRAINING

Purpose.—The purpose of this program is to provide medical students with practical clinical experience in a psychiatric hospital.

History and description.—Medical students who have completed their second year of medical school are eligible to receive this training which is of two types: (1) George Washington University School of Medicine sends 15-20 second year medical students for 3½ months of clinical experience each year. This is a regular part of each student's school curriculum and consists of 6 hours a week of supervised practical

training in physical diagnosis. (2) Other medical students are appointed as externs to receive training during their summer vacation, or evenings and weekends during the school year. They are given supervision in taking psychiatric notes, assisting with physical examinations, and performing other medical duties. During the summer months three lecture seminars are provided for medical students in electrocardiography, clinical psychiatry, and neurology.

Legal authorization.—Act of March 3, 1855, Rev. Stat. § 4838 (1875), 24 U.S.C. 161. Designated as St. Elizabeth's Hospital by the act of July 1, 1916, 39 Stat. 309 §1.

Obligations, fiscal year 1967.—Operating, administrative and total costs included in the overall costs for the 17 educational programs at St. Elizabeth's Hospital: Operating, \$1,034,317; administrative, \$270,609; total \$1,304,926 for all of these programs.

CHAPTER 15. PROGRAMS OF THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

A. INTRODUCTION AND SUMMARY

The educational activities of the Department of Housing and Urban Development (HUD) cover a wide range of programs which include inservice and outservice training, participation in full-time academic study, research grants and contracts, training provided for foreign nationals through agreements with the Agency for International Development, the United Nations and other international organizations, and the college housing program. These activities are described in detail on the following pages, and are grouped under the organizations which administer the particular programs.

The Department of Housing and Urban Development came into being as a Cabinet-level department on November 9, 1965. While some of the programs predated departmental status, there has been a more concerted effort to provide educational experience in the areas of urban problems, housing, urban planning, and related topics since that time. There is more emphasis placed on the role of the Federal Government in providing training for State and local government employees in areas of common concern, and in providing incentive to private industry and nonprofit organizations through research grants and demonstration programs to find more imaginative avenues for solving urban problems which relate to cost of housing and lack of adequate housing.

The inservice training programs of the Department are generally directed toward developing more effective employees who will perform their jobs more efficiently after being exposed to the training programs. The outservice training in which HUD employees participate is generally aimed at broadening the employees' professional backgrounds. The training includes participation in courses at the Civil Service Commission, Bureau of the Budget, General Services Administration, and other Federal agencies, as well as providing employees college and graduate level courses which are job related. The Department of Housing and Urban Development also participates in full-time academic programs such as the National Institute of Public Affairs fellowship program, the Princeton fellowship program, and the mid-career academic program in systematic analysis. HUD had seven participants in full-time academic training during the fiscal year 1967.

One of the programs in which the Department of Housing and Urban Development participated fully during the fiscal year 1967 is the Youth Opportunity Campaign (YOC). Both within the Department and among the users of HUD programs, the emphasis was placed upon the training of "economically and educationally disadvantaged" young people for adjustment to their work situations.

In addition to the various educational activities provided for HUD employees, the Department is involved in planning training for local

government employees in local housing authorities and urban renewal agencies, awarding fellowships in city planning and urban studies, to State and local government employees, and in granting research contracts to colleges and universities. The Division of International Affairs also provided training in urban fields of study for almost 900 participants from countries outside the United States.

The college housing program has provided long-term loans to colleges and universities for the construction of institutionally owned housing for both students and faculty members, as well as related facilities such as dining halls, infirmaries, and student centers.

It is estimated that the fiscal year 1967 obligations of the Department of Housing and Urban Development for these programs amounted to \$952,983,459, with much of this money being spent on research and demonstration projects.

B. OFFICE OF THE ASSISTANT SECRETARY FOR RENEWAL AND HOUSING ASSISTANCE

1. COLLEGE HOUSING PROGRAM

Purpose.—The purpose of this program is to provide long-term loans at reasonable interest rates directly to qualified colleges and universities for the construction of institutionally owned housing and related service facilities, including dining halls, infirmaries, and student centers.

History and description.—The college housing program was established by the Congress by title IV of the Housing Act of 1950. The act provided a program of up to 40-year direct loans to be made only to those institutions which were unable to obtain funds from other sources at generally comparable terms. Through the amendments in the Housing Act of 1955, the program was liberalized. The maximum loan term was extended from 40 to 50 years. The total loan authorization was increased to \$500 million. The program grew steadily through the late fifties, and it was expanded to include junior colleges, and housing for nurses and interns at eligible hospitals. By 1959, over 285,000 accommodations had been provided in more than 1,200 projects. The formula for establishing interest rates has been changed from time to time, producing rates for college housing loans which have varied from 2.75 to 3.75 percent. The rate is currently 3 percent. The original Housing Act was again amended in 1961 to provide an additional \$300 million authorization each fiscal year through 1965. During these years, the disparity between the available funds and the total loan applications increased. In fiscal year 1965, the difference approximated \$200 million. The \$300 million yearly authorization was extended in 1965 through fiscal year 1969. In addition, the Housing Act of 1965 established a 3-percent maximum interest rate and extended eligibility. At the beginning of fiscal year 1967, \$3.175 million had been authorized. No increased authorization was received that year, and the \$300 million program level was financed by repayments and sales of participation certificates.

At the close of fiscal year 1967, more than 1,500 institutions and 123 hospitals had received loans totaling \$3,249,149,000. These loans provided housing for approximately 750,000 people, a figure which represents nearly one-third of all students housed in college-owned facilities.

Legal authorization.—Title IV, Housing Act of 1950, as amended.
Obligations, fiscal year 1967.—\$300 million.

2. LOCAL PUBLIC AGENCIES TRAINEE PROGRAM (RENEWAL ASSISTANCE ADMINISTRATION)

Purpose.—The purpose of this program is to assist local public agencies which administer the Federal urban renewal program at the local level, to train recent college graduates for beginning professional and technical positions in renewal and community development operations.

History and description.—This program was inaugurated in January 1961, with an announcement by the Commissioner of the Urban Renewal Administration that salaries of local public agencies trainees could be included in urban renewal project costs. The training includes a variety of orientation assignments within the local public agencies, within related city departments, and in other local public agencies or a HUD regional office. Other elements of the training program are assigned readings and mandatory attendance at a HUD regional workshop, designed to give the trainee a more detailed understanding of urban policies and requirements. The training period is not less than 6 months nor more than 12 months.

Legal authorization.—Title I, Housing Act of 1949.
Obligations, fiscal year 1967.—The Department has reported that no definitive information is available on the costs of this program.

3. FISCAL MANAGEMENT WORKSHOPS (HOUSING ASSISTANCE ADMINISTRATION)

Purpose.—The purpose of this program is to arrest and reverse the trend in residual receipts (difference between total income and total operating expenses) produced by local housing authorities and available for the reduction of annual contributions paid by the Department of Housing and Urban Development.

Numerous graphs, charts, and color slides were used at National Association of Housing Officials, State association, and regional office meetings. They served as working tools in presenting the problem of declining residual receipts. In cooperation with national and regional housing organizations, material was developed for use in self-evaluation of local housing authority operations.

The workshops dealt with several phases of the low-rent housing program. They were initiated prior to the fiscal year 1967.

Legal authorization.—Housing Act of 1937 as amended and regular appropriations.

Obligations, fiscal year 1967.—The Department has reported that the cost of the workshops cannot be clearly indicated because much of the work was geared to regular work of the Housing Assistance Administration. The preparation of graphs, charts, slides, view graphs, statistical work, and analyses was handled by the regular staff of financial review sections. The primary costs involved travel and per diem expense for employees who participated in the regional workshops.

4. BUDGET AND ACCOUNTING SYSTEM WORKSHOPS

Purpose.—The purpose of this program is to train local urban renewal employees in new budget and accounting procedures through a series of workshops.

History and description.—The budget and accounting system was devised and placed under field testing in 26 local public agencies which had volunteered to cooperate in its development. Testing began on January 1, 1965, and continued through the fiscal development of the system. The system was officially adopted and a series of training sessions ran at the rate of approximately two per week from late in April through November 15, 1966, with a few breaks to permit central office catchup work to be done.

For each workshop a team to serve as a panel was assembled from central and regional office personnel, as well as from the local public agencies which had participated in the testing operation. Participation in each workshop was generally limited to the local public agencies in a single State, except where two or more contiguous States had a total of less than 20 to 25 agencies.

Legal authorization.—Housing Act of 1949, as amended.

Obligations, fiscal year 1967.—The Department has reported that it would be difficult to cost the development and implementation of the training. Much of the work was done outside regularly prescribed hours of work at no cost to the Government. Also advice and assistance gained from other departmental organizational units, as well as from local public agency personnel paid partially from Federal funds, cannot be evaluated. The testing period by the 26 volunteer agencies could be considered a credit since the system reduced basic costs of the program.

5. NONCASH LOCAL GRANTS-IN-AID FOR SCHOOLS

Purpose.—The purpose of this program is to allow credit for local construction of schools and related facilities as part of the community facilities needed to serve an urban renewal project area.

History and description.—Under title I of the Housing Act of 1949, as amended, local public agencies participating in the urban renewal program are allowed credit for the cost of construction of public buildings and other facilities built with local funds as part of the local share in carrying out an urban renewal project. A significant portion of the credit allowed for noncash local grants-in-aid has been for the construction of schools and related facilities. The difference between the total cost of such school construction and the amount of that construction allowed as credit is that prorated portion of the total cost representing school facilities which will serve community areas other than the urban renewal project area.

Legal authorization.—Public Law 171, 81st Congress, as amended by the following: Public Law 370, 82d Congress; Public Law 94, 83d Congress; Public Law 560, 83d Congress; Public Law 345, 84th Congress; Public Law 1020, 84th Congress; Public Law 85-104.

Obligations, fiscal year 1967.—The Department of Housing and Urban Development has reported that the amount credited as noncash local grants-in-aid for local school construction is cumulative since the beginning of the urban renewal program. It is not possible to

attribute any specific portion of this amount to a particular fiscal period.

C. OFFICE OF THE ASSISTANT SECRETARY FOR ADMINISTRATION

1. READING IMPROVEMENT COURSE FOR EMPLOYEES

Purpose.—The purpose of this program is to provide training in reading skills of employees.

History and description.—The reading improvement course was started in October 1962, and has been offered three times yearly since that time. The course consists of 24 hours of laboratory work in addition to diagnostic testing sessions at the beginning and end of the course.

Legal authorization.—Government Employees Training Act of 1958.

Obligations, fiscal year 1967.—(Estimated) \$2,500 administrative expense.

2. SECRETARIAL ORIENTATION PROGRAM

Purpose.—The purpose of this program is to provide new secretarial and clerical personnel an acquaintance with the U.S. Government Correspondence Manual, correspondence practices of the Department, use of the telephone, work adjustment and routine office practice.

History and description.—Since the summer of 1962, 2 weeks of initial training has been offered to all new clerk-stenographers and clerk-typists who enter on duty with the Department of Housing and Urban Development, usually as inexperienced employees. This training consists of assembling the U.S. Government Correspondence Manual and the departmental supplement to the manual, becoming familiar with the manual, learning the format of letters and memorandums for the signature of departmental officials, becoming familiar with departmental forms and their use, learning to handle telephone calls and receive visitors. In addition, employees from out of town are given special job adjustment training if the Department of Housing and Urban Development is their first employer.

Legal authorization.—Government Employees Training Act of 1958.

Obligations, fiscal year 1967 (estimated).—Approximately \$6,500 operating expense, and 500 administrative expense; total \$7,000.

3. HOUSING INTERN PROGRAM

Purpose.—This program is designed for the recruitment and hiring and sound, rapid development of beginning professional and technical personnel for the management and direction of functions.

History and description.—The first intern program began in July 1956; and candidates for each annual program have been recruited directly from college campuses every year since.

Housing internship is largely on-the-job training, supplemented by assigned readings, seminar meetings, rotating work assignments, and in some instances after-hours academic study. Each intern is assigned to a "sponsor"—a staff member preferably in the same professional or technical field as the intern—who provides guidance to the intern throughout the formal intern period and who is responsible for adapt-

ing the training program to the individual intern's needs. The internship period is 1 year.

Legal authorization.—Government Employees Training Act of 1958.

Obligations, fiscal year 1967 (estimated).—The Department has reported that since the training program is geared closely to the regular work of the Department, administrative costs of the program cannot be clearly indicated. The largest single identifiable item of expense is the annual conference for all interns which averages about \$3,000 per year exclusive of the travel and per diem of participants.

4. TRAVEL WORKSHOP

Purpose.—The purpose of this workshop is to enable secretarial and administrative personnel to prepare travel vouchers correctly, to be aware of the standard Government travel regulations, and to know how to apply them.

History and description.—The travel workshop was planned as a result of stated need on the part of the Office of Financial Systems and Services to reduce the amount of administrative work, and time involved in preparation of travel vouchers. A 1-day workshop was planned and presented to secretarial and administrative personnel who were involved in preparation of travel vouchers. After a "crash program" of 16 workshops in as many working days, the program was offered on a monthly basis for new employees or those employees assuming new duties. The workshop consists primarily of discussion of the standard Government travel regulations, and exercises provide the participants the opportunity to apply their learning to hypothetical situations.

Legal authorization.—Government Employees Training Act of 1958.

Obligations, fiscal year 1967 (estimated).—Approximately \$100 operating expense, \$400 administrative expenses; total \$500..

5. YOUTH OPPORTUNITY CAMPAIGN (YOC) TRAINING PROGRAM

Purpose.—The purpose of this training program is to implement the youth opportunity campaign by providing program continuity and work problem solving opportunity for economically and educationally deprived youth with limited employment experience. A further purpose is to give regular, full-time employee supervisors a better understanding of the problems of the central city as reflected by the problems of young people.

History and description.—The Department has had a formal training program for both the young people and their supervisors since the youth opportunity program started, but the services of the 1967 program were the most extensive to date. The training program consisted of: YOC staff training; supervisory training; YOC young people's discussion, counseling and field trips; skills training; and speech therapy.

Legal authorization.—Government Employees Training Act of 1958.

Obligations, fiscal year 1967 (estimated).—Operating, \$800; administrative, \$13,000; total, \$13,800.

**D. OFFICE OF THE ASSISTANT SECRETARY FOR DEMONSTRATIONS
AND INTERGOVERNMENTAL RELATIONS**

1. COMMUNITY DEVELOPMENT TRAINING AND RESEARCH PROGRAM

Purpose.—The purpose of this program is to strengthen the management capabilities of State and local governments, through inservice and preservice training in community development skills and research into manpower needs and community development problems.

History and description.—The program was authorized by the Housing Act of 1964. Funds were first appropriated for the fiscal year 1968. The program is one of cooperation between Federal and State and local governments in the training of employees in community development skills.

Legal authorization.—Housing Act of 1964 (Public Law 88-560, 78 Stat. 802; 20 U.S.C. 801), part 1.

Obligations, fiscal year 1967.—None, no funds authorized.

2. CITY PLANNING AND URBAN STUDIES FELLOWSHIP PROGRAM

Purpose.—The purpose of this program is to increase the supply of trained urban personnel, and to encourage the development of innovative graduate programs in urban studies and related fields.

History and description.—Although authorized in 1964, the city planning and urban studies fellowship program was first funded in fiscal year 1967. Awards are announced in April for the academic year beginning the following September. Fellowships include up to \$3,000 for the stipend, and \$500 for each dependent up to two. A \$1,500 cost of education allowance, in lieu of tuition and fees, or actual tuition and fees, whichever is greater, is paid to the university. Awards are for full-time graduate study leading to a master's or doctoral degree in such fields as urban affairs, city planning, urban law, urban sociology, and municipal administration. Nominations for Housing and Urban Development fellowships are made by the universities, and fellows are selected by the Secretary of Housing and Urban Development on the recommendation of the Urban Studies Fellowship Advisory Board.

Legal authorization.—Title VIII, part 2 of the Housing Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating, \$470,000; administrative \$30,000; total, \$500,000.

E. OFFICE OF THE ASSISTANT SECRETARY FOR METROPOLITAN DEVELOPMENT

1. URBAN TRANSPORTATION MANAGERIAL TRAINING GRANTS

Purpose.—The purpose of this program is to help localities strengthen the present corps of trained personnel in urban mass transportation managerial, technical, and professional positions, by improving their skills and providing them with a broader knowledge of the relationship of transportation to the physical and social aspects of urban life.

History and description.—This program was authorized by the 1966 amendments to the Urban Mass Transportation Act of 1964. Activity

was initiated under the program during the summer of 1967, with 2-week seminars each at Kent State University in Ohio and at West Virginia University. The full academic year program is expected to be in operation beginning in fiscal year 1968.

The program authorizes grants to State and local public bodies to provide 1-year fellowships for advanced training of personnel employed in managerial, technical, and professional positions in the urban mass transportation field. Not more than 100 fellowships may be awarded in any year, to persons selected by the grantee public body on the basis of demonstrated ability and the contribution they can reasonably be expected to make to mass transportation operation.

Legal authorization.—Urban Mass Transportation Act of 1964, as amended (78 Stat. 302, 49 U.S.C. 1601); section 10 of the act, as added by the 1966 amendments (Public Law 89-562).

Obligations, fiscal year 1967.—Operating, \$100,000; administrative, \$10,000 (estimated); total, \$110,000.

2. UNIVERSITY RESEARCH AND TRAINING GRANTS (URBAN TRANSPORTATION)

Purpose.—It is the purpose of this program to use grants "to conduct competent and qualified research and investigations into the theoretical or practical problems of urban transportation, or both, and to provide for the training of persons to carry on further research or to obtain employment in private or public organizations which plan, construct, operate, or manage urban transportation systems."

History and description.—This program was authorized by the 1966 amendments to the Urban Mass Transportation Act of 1964. It was not funded during fiscal year 1967.

The program authorizes grants to public and private nonprofit institutions of higher learning to assist in establishing or carrying on comprehensive research and investigations for the purpose described above, and to train people for such activities. Up to \$3 million per annum is authorized to be made available from the appropriation of grant funds for urban mass transportation programs. There is no statutory limitation on the size of individual grants.

Legal authorization.—Urban Mass Transportation Act of 1964, as amended (78 Stat. 302, 49 U.S.C. 1601; section 11 of the act, as added by the 1966 amendments (Public Law 89-562).

Obligations, fiscal year 1967.—Operating, none; administrative, \$3,000 (estimated).

3. URBAN SYSTEMS ENGINEERING RESEARCH PROGRAM

Purpose.—The purpose of this project is to determine through contract with an institution of higher education, the method, rationale, and significance of systems engineering as it applies to metropolitan development.

History and description.—In administering the 701 program (Urban Planning Housing Act of 1954, Public Law 560) and the 702 program (reserve of planned public works—Public Law 560) it became apparent that while the Federal Government was providing financial assistance under these programs for comprehensive planning and for preparing engineering plans for the construction of specific public

facilities, the Department of Housing and Urban Development was not providing communities with sufficient incentive to plan their facilities on an areawide systems basis.

Accordingly, a contract was entered into with Northwestern University agreeing that:

The contractor (Northwestern University) shall gather and evaluate information concerning the application of systems engineering for the design and construction of basic public facility systems; analyze the conceptual bases for their application; and render a report setting out the concepts recommended, their basis and significant features as they relate to existing planning and construction program of HUD.

Legal authorization.—Section 502(a) of the Housing Act of 1948, as amended—and payable out of the appropriation for "Salaries and expenses" under Public Law 89-555.

Obligations, fiscal year 1967 (estimated).—\$5,000.

F. OFFICE OF THE SECRETARY

1. LOW-INCOME HOUSING DEMONSTRATION PROGRAM

Purpose.—The purpose of this program is: (a) To develop and demonstrate new or improved means of providing housing for low-income persons and families; and (b) to demonstrate the types of housing and the means of providing housing that will assist low-income eligible handicapped persons or families.

History and description.—The low-income housing demonstration program was established by enactment of section 207 of the Housing Act of 1961, approved June 30, 1961. The Department of Housing and Urban Development was authorized to enter into contracts to make grants not to exceed \$5 million to public or private bodies or agencies, including institutions of higher education, to develop and demonstrate new or improved means of providing housing for low-income persons and families. The Housing Act of 1964 raised the grant figure to \$10 million and added as another purpose of the program, the demonstration of the types of housing and the means of providing housing that will assist low-income persons or families who qualify as handicapped families as defined in section 202 of the Housing Act of 1957.

The Housing and Urban Development Act of 1965 increased the grant amount to \$15 million.

Funds for the program are appropriated annually by Congress. Advances and progress payments may be made under any contract to make grants without regard to the provisions of section 3648 of the Revised Statutes (which pertain to public moneys).

Legal authorization.—The Housing Acts of 1961, 1964, and 1965.

Obligations, fiscal year 1967.—Congress appropriated \$1,500,000 for the low-income housing demonstration program in fiscal year 1967: \$735,000 of these funds granted for new demonstration programs and \$765,000 for amending existing contracts.

2. URBAN PLANNING ASSISTANCE PROGRAM

Purpose.—The ultimate purpose of this program is to improve methods and techniques for comprehensive planning in metropolitan and other urban areas, including smaller communities, to further other

objectives of the urban planning assistance program, and to produce information relative to revision of State statutes related to local government operations.

History and description.—Enacted in 1965, the legislation provided that up to 5 percent of funds appropriated for the urban planning assistance program could be used for studies, research, and demonstration projects, undertaken independently or by contract, for the development and improvement of techniques and methods for comprehensive planning and for the advancement of other purposes of the urban planning assistance program. In 1966 the legislation was amended to include use of the funds for grants to assist in the conduct of studies and research relating to needed revisions in State statutes which create, govern, or control local governments and local government operations.

Through fiscal year 1967 a total of 43 projects had been approved. Twenty-four of these were concerned with aspects of the improvement of methods and techniques for comprehensive planning at the local governmental level, six with evaluation of current planning practice, six with aspects of intergovernmental relations, three with planning at the State level, and one with study of State statutes as authorized in the 1966 amendment. Many projects contained elements of more than one of these categories. Three projects had special characteristics which generally served the advancement of the urban planning assistance program.

Legal authorization.—Section 701(b) of the Housing Act of 1954, as amended.

Obligations, in fiscal year 1967.—\$1,650,000.

3. URBAN RENEWAL DEMONSTRATION PROGRAM

Purpose.—The purpose of this program is to develop and test improved methods and techniques for preventing and eliminating slums and blight, and to guide renewal programs in American communities by reporting on innovative or improved methods and techniques for preventing and eliminating slums and blight.

History and description.—The urban renewal demonstration program makes available grants to public bodies to assist them in trying out or reporting on urban renewal methods and techniques which give promise of being more effective, faster, or less costly. Institutions of higher learning have participated as direct recipients of Federal grants or payments and as third-party contractors performing services for public bodies assisted under the demonstration program.

Legal authorization.—Section 314 of the Housing Act of 1954, as amended by the Housing Act of 1964.

Obligations, fiscal year 1967.—\$649 million.

4. TRAINING OF FOREIGN NATIONALS

Purpose.—The purpose of this program is to provide training in housing and urban development for nationals of friendly foreign countries in conformity with foreign policies of the United States.

History and description.—For the past 18 years, the Division of International Affairs has been creating and conducting training programs in housing and urban development for overseas participants.

There have been two types of programs: (1) programs especially tailored for individuals, and (2) group programs focusing on one specialized area in the field. A new type of program, the international conference with representation from several different countries in one geographic area of the world, has recently been introduced. The media used in training participants include academic training, special seminars, conference, on-the-job training, observation, and interviews with professionals in both the public and private sectors.

Legal authorization.—HIIFA/AID General Agreement of 1962, Mutual Security Act 1954 (FOA) as amended, and the Foreign Assistance and Related Agencies Appropriation Act of 1965 as amended.

Obligations, fiscal year 1968.—Operating, \$20,000; administrative, \$98,000; total \$118,000.

G. FEDERAL HOUSING ADMINISTRATION

1. SECRETARIAL AND CLERICAL TRAINING PROGRAM

Purpose.—The purpose of the program is to improve the quality of the secretarial and clerical work being performed in the agency and to prepare these employees for advancement to more responsible positions.

History and description.—This training program was instituted in 1961. The program is designed to maximize the talents and skills of the secretarial and clerical employees and to improve the quality of the clerical work.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967 (estimated).—\$6,000.

2. ACCOUNTANT TRAINEE COURSE

Purpose.—The purpose of this course is to train qualified employees for accounting positions in the Comptroller's division and in general to develop their skills and abilities for more responsible positions in the career field of accounting.

History and description.—This course was first offered in 1964. The course covers on-the-job and off-the-job training in every phase of the accounting procedures performed by the Comptroller's Division of FHA.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967 (estimated).—\$500.

3. ATTORNEY TRAINEE COURSE

Purpose.—The purpose of this activity is to acquaint attorneys and law graduates, who have recently joined the legal staff, with the Federal Housing Administration, the Office of the General Counsel, and the duties and responsibilities of FHA attorney.

History and description.—This training course was begun in 1964. It is given over a 6-month period and consists of individualized on-the-job training in all phases of the legal work of the section to which the trainee is assigned. Off-the-job training consists of classroom instruc-

tion, case studies, and discussion of agency programs pertaining to an attorney's duties and responsibilities as a staff adviser in carrying out the program.

Legal authorization.—Government Employee's Training Act, Public Law 85-507.

Obligation, fiscal year 1967 (estimated).—\$500.

4. SUPERVISORY TRAINING

Purpose.—The purpose of this course is to train supervisors in the fundamentals of good supervision.

History and description.—The supervisory training program was developed in 1959. The topics reviewed and discussed in this course are the supervisor's job, personnel management, employee development, job management, and self-development.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligation, fiscal year 1967 (estimated).—\$5,000.

5. TECHNICAL TRAINING PROGRAMS FOR FIELD TRAINEES

Purpose.—The purpose of these programs is to give trainees at the GS-5 and GS-7 levels intensive on-the-job and off-the-job training in the various phases of mortgage insurance underwriting analysis.

History and description.—Since 1959 FHA technical personnel in mortgage insurance operations have been given formalized field training. Specialized programs were designed for valuation, architecture, mortgage credit, and property disposition trainees. The trainees are assigned to a 2-year training program at various field training sites. This is followed by 15 months individual training in their respective home offices.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligation, fiscal year 1967 (estimated).—\$3,500.

6. HOUSING AID TRAINING PROGRAM

Purpose.—The purpose of this program is to train and develop "socially or educationally disadvantaged" persons as housing program aids performing subtechnical assistance operations at the GS-4 level.

History and description.—The housing aid training program was begun in July 1967. It is a formal 1-year program conducted in selected insuring offices. The training program consists of rotational training assignments in all sections of an insuring office.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligation, fiscal year 1967 (estimated).—\$5,000.

7. TRAINING IN AUTOMATIC DATA PROCESSING

Purpose.—The purpose of this program is to train qualified personnel in data processing and analysis for entry level positions in the career field of automatic data processing.

History and description.—This training course was begun in 1964. It is given in two parts. Part I deals with machine operation, func-

tional wiring principles, data preparation, and peripheral equipment. Part II is the advanced phase of the course and requires 1 year to complete.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967 (estimated).—\$500.

8. MANAGEMENT INTERN PROGRAM

Purpose.—The objective of this program is to select, train, and develop outstanding young men and women to fill technical and professional positions in the agency, and to increase the number of trained personnel from which key staff and executive personnel may be selected.

History and description.—The first management intern program began in the fall of 1963. A small group (4-6) have been trained annually.

The intern program is a 1-year program. The program begins with an intensive 2 weeks orientation to the agency and the department. During the remainder of the first 6 months the intern has rotational training assignments which are intended to provide broad management indoctrination for the intern, determine his analytical capabilities, and evaluate suitability for other or related career fields. The next 6 months of training are designed to provide rotational assignments within the area where the target position exists. In the last 3 months this assignment will include the completion of a project in the intern's major career field, in which a thesis-like report involving critical analytical thinking will be prepared.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967 (estimated).—\$1,600.

H. FEDERAL NATIONAL MORTGAGE ASSOCIATION (FNMA)

1. EXECUTIVE DEVELOPMENT PROGRAM

Purpose.—The purpose of this program is to assist the association in maintaining continuity of effective operations by providing broad gauged, systematic and continuing training and development activities for selected employees who are adjudged to have potential to progress to positions of key responsibility in the association.

History and description.—The Association's formal program of executive development was initiated in 1961, when the first group of approximately 17 participants commenced training under the program.

In consideration of the fact that executive development is a continuing process, the need for training varies between individuals depending upon their experience and educational backgrounds and individual aptitudes and characteristics, and should be geared as closely as possible to the requirements of the positions to which they are adjudged to have advancement potential, an individualized schedule of training was designed for each participant closely geared to his short and long-range needs for development. Individual training stresses continuing counseling by appropriate supervisors, guided on-the-job instruction; participation in appropriate in-house

training programs, including leadership roles in supervisory training programs; selected reading from a bibliography of writings in the field of mortgage banking and supervision and management, attendance at staff and other appropriate meetings to insure a constant flow of communications on matters of current interest; particularly developments in the field of mortgage banking and supervision and management; and participation in appropriate interagency or other outside training programs.

Legal authorization.—Government Employee Training Act and expenditures from funds authorized the Association by the Congress under limitations for administrative expenses.

Obligations, fiscal year 1967 (estimated).—Operating \$2,627; administrative \$9,062; total \$11,689.

2. MORTGAGE INTERN TRAINING PROGRAM

Purpose.—The purpose of this program is to provide trainee level appointees from the Federal service entrance examination and accountant and auditor examinations (and Association employees who meet similar selection criteria) generally appointed at grade GS-5 or GS-7, with orientation to the programs of the Association and the interns field of professional specialization, so as to prepare them to advance to responsible positions in supervision and management.

History and description.—The Association's mortgage intern training program was formally initiated in 1956 and has undergone several substantive revisions since that time. As constituted at the time of this writing, FNMA's mortgage intern training program covers three distinct phases; (1) an orientation period of from 4-5 months covering the overall functions and programs of the Department of Housing and Urban Development and FNMA, and the operations of the Association; by lectures, observation, study, and selected readings in the fields of mortgage banking and supervision and management; (2) work assignments for training purposes; and (3) work assignments under more general supervision for the remaining 1-year total training period in their professional field.

Legal authorization.—Government Employee Training Act and expenditures from funds authorized the Association by the Congress under limitations for administrative expenses.

Obligations, fiscal year 1967 (estimated).—Operating (none); administrative \$6,037; total \$6,037.

3. EMPLOYEE ORIENTATION PROGRAM

Purpose.—The purpose of this program is to provide all employees of the Association's field offices with a knowledge and understanding of FNMA programs and operations and the interrelationships of their work with other positions and operations.

History and description.—This training was initiated in 1961. Employees are oriented in groups to all operations in the field office where they are employees and instruction is afforded by appropriate technicians and supervisors.

Legal authorization.—Government Employee Training Act and expenditures from funds authorized the Association by the Congress under limitations for administrative expense.

Obligations, fiscal year 1967 (estimated).—Operating, none; administrative \$3,310; total \$3,310.

4. SUPERVISORY TRAINING PROGRAM

Purpose.—The purpose of this program is to provide orientation to the fields of supervision and management for employees adjudged to have advancement potential to such positions at the first-line level of supervision, and to provide continuing training for those in supervisory positions to refresh their knowledges in these fields and to keep them abreast of current thinking and developments in supervision and management.

History and description.—The Association initiated a formal program of supervisory training in 1961 and has continued such training on a regular basis since that time, for the purposes described in the preceding paragraph. The program is conducted by means of formal, classroom-type training sessions covering selected topics in supervision and management supplemented by appropriate mortgage banking information.

Legal authorization.—Government Employees Training Act and expenditures from funds authorized the Association by the Congress under limitations for administrative expense.

Obligations, fiscal year 1967 (estimated).—Operating \$490; administrative \$3,533; total \$4,023.

CHAPTER 16. PROGRAMS OF THE DEPARTMENT OF TRANSPORTATION

A. INTRODUCTION AND SUMMARY

The Department of Transportation conducts a wide variety of educational programs for both civilian and military personnel principally for the purpose of increasing and updating the technical, professional, scientific, and administrative skills to the extent necessary to support the roles and missions of the Department. Certain limited and specialized programs are pursued for highway research at colleges and universities, for certain highway officials of foreign countries and for the general public through the U.S. Coast Guard Auxiliary.

The education programs are conducted by the National Transportation Safety Board and the operating administrations. Those operating administrations which have carried out educational programs are the Federal Aviation Administration, the U.S. Coast Guard, the Federal Highway Administration and the St. Lawrence Seaway Development Corporation.

The Department of Transportation is the youngest department of the Federal Government, having been officially established April 1, 1967. For the short period of fiscal year 1967 which remained, no educational activities were conducted by the newly organized Office of the Secretary and of the Federal Railroad Administration.

It is estimated that during fiscal year 1967 obligations of the Department for educational programs amounted to about \$70,106,995. This figure includes estimates of \$26,745,349 for operating costs and \$942,146 for administrative costs.

FEDERAL AVIATION ADMINISTRATION (FAA)

1. FACILITIES TRAINING PROGRAM

Purpose.—The purpose of this program is to develop uniform maintenance procedures and increase the level of ability and proficiency of FAA engineering and technical installation and maintenance personnel on all FAA electromechanical and electronic air navigational equipment.

History and description.—Training for Civil Aeronautics Administration (CAA) maintenance personnel was inaugurated on June 21, 1943, at the Signals Training Center, Fort Worth, Tex. In 1946, the school was moved to the FAA Aeronautical Center at Oklahoma City, Okla., and has since been in continuous operation. Since its relocation the school has expanded to meet the needs and requirement of the expanding CAA and FAA. The present curriculum provides training in communications and equipment familiarization, omnidirectional range and instrument landing systems, distance aids measuring systems, electromechanical devices, computers, and related subjects. In addition, a comprehensive curriculum of home study corre-

spondence courses has been developed and made available to all FAA engineering and technician personnel.

Legal authorization.—The Federal Aviation Act of 1958; the Government Employees Training Act of July 7, 1958; Executive Order 10800 of January 15, 1959; Executive Order 11340 dated April 1, 1967; Executive Order 11348, dated April 20, 1967; and current civil service regulations.

Obligations, fiscal year 1967.—Operating, \$4,171,900; administrative, \$209,200; total \$4,381,100.

2. FLIGHT STANDARDS TRAINING

Purpose.—The purpose of this training is to standardize methods and procedures, keep flight standards personnel current with new developments, and maintain technical proficiency.

History and description.—The standardization program for aviation safety personnel was initiated at Detroit in 1938. At that time a school was established for standardization of field inspectors in instrument flight procedures. The school was expanded and moved to Houston, Tex., in 1941, where additional technical training in maintenance techniques was added. In 1946 the Aviation Safety Standardization Center was moved to Oklahoma City and combined with the Aeronautical Center. Since that time, flight and technical training programs have been greatly expanded to include training on many new techniques, procedures, and policies connected with flight operations, maintenance, engineering, flight inspection, and avionics. Flight standards personnel also participate in various aviation industry training courses as well as contractual flight training on large aircraft and helicopters. Engineers also receive specialized training at colleges and universities.

Legal authorization.—Civil Aeronautics Act of 1938, as amended; and Federal Aviation Act of 1958.

Obligations, fiscal year 1967.—Operating \$8,041,100; administrative \$203,000; total \$8,244,100.

3. AIR TRAFFIC CONTROL TRAINING

Purpose.—The purpose of this program is to train air traffic control personnel for duty assignment at over 725 air route traffic control centers, airport traffic control towers, radar approach control centers, air traffic communications stations, and combinations thereof.

History and description.—This inservice training program was started in 1926 by authority of the Air Commerce Act of 1926, and continued under subsequent acts. Training initially included "on-the-job" only. During World War II, the training program was expanded to expedite replacements. In 1956, the training program was expanded to include basic air traffic control training at the FAA Aeronautical Center at Oklahoma City, and advanced training at 70 facility schools. At the time of this writing all formal basic air traffic control training is conducted at major air traffic control facilities throughout the world. The technical air traffic training program has grown such that the FAA Aeronautical Center conducts a multitude of operational courses, not only to FAA employees, but also to many non-FAA participants. The FAA, which has provided air traffic control training for foreign nationals since 1944 and military departments since 1950, provides air traffic control familiarization training for nonoperational FAA, industry, and military personnel.

Legal authorization.—The Government Employees Training Act (Public Law 85-507); Executive Order 10800; Executive Order 11348; Civil Service Commission regulation; and the FAA Act of 1958.

Obligations, fiscal year 1967.—Operating \$3,014,800; administrative \$198,000; total \$3,212,800.

4. TRAINING IN READING, WRITING, ORIENTATION, AND SECRETARIAL PRACTICES

Purpose.—The purpose of this training is to improve employee proficiency and effectiveness by improving reading and writing skills; to make each employee aware of the total job of the agency and his place in it by a comprehensive orientation program; and to improve the skills of secretaries by means of refresher and updating programs.

History and description.—Since their extensive revision in late 1958 and early 1959, these courses have been continuously updated and revised in keeping with organizational change and technical developments.

The reading courses—including a directed study course—are designed to improve reading skills and comprehension. The writing course is designed to improve written communication through practice in writing and the application of effective writing techniques. A course in report writing has recently been added to the program. The orientation course through lecture and audiovisual presentation acquaints new employees with the FAA—functions and organization. Secretarial training offerings range from secretarial development to refresher training in general office procedures and secretarial skills. Special orientation provided for secretaries new to Government and unfamiliar with FAA procedures includes instruction in the preparation of agency correspondence and travel forms and in telephone techniques and courtesy.

Legal authorization.—Government Employees Training Act, Public Law 85-507.

Obligations, fiscal year 1967.—Operating \$123,000; administrative \$15,000; total \$138,000.

5. TRAINING IN MANAGEMENT AND SUPERVISION

Purpose.—The purpose of this program is to train employees at and above the supervisory level in the technique and philosophy of management so that they may carry out their responsibilities more effectively, make effective use of personnel and other resources, and become better qualified for increased responsibility.

History and description.—During 1958 and 1959, an FAA-wide management for supervisors program was put into effect. The FAA Management Institute, an 80-hour program, was implemented later. In 1964, the FAA added a series of five courses to its overall program. These comprise the advanced executive development program. Also in 1964, the FAA began a 4- to 5-year series, the administrative management development (AMD) program, a year-long program, combining university training with agency training, designed to train selected FAA employees for eventual assignment to positions of broader program and administrative responsibility. Each year 20 students are selected from the engineering and technical fields for participation in

the AMD program. The FAA's overall supervisory and management training program ranges from an Introduction to Supervision course to executive graduate-level seminars. The four core courses are: (1) Introduction to supervision; (2) management for supervisors; (3) management institute; (4) executive school.

In addition to the formal classroom training, the FAA has seven correspondence courses available to potential supervisors and present supervisors.

Legal authorization.—Government Employees Training Act, Public Law 85-507; and Federal Aviation Act of 1958, Public Law 85-726.

Obligations, fiscal year 1967.—Operating \$1,065,400; administrative \$110,000; total \$1,175,400.

6. AIRPORTS TRAINING COURSES

Purpose.—The purposes of these courses are to (a) improve services offered to the public by providing uniform instructions which will assist in working with the agency; (b) reduce the time airports program employees need to spend in instructing individuals on FAAP procedures; (c) provide the necessary indoctrination and orientation for employees entering into the FAA airports program in order to assist these employees to carry out their duties relative to the planning, design, and construction of airports.

History and description.—Even though planning and need for the airports training program had been apparent for a number of years, only within the last 2½ years has there been active support for procedures to start an airports training program. At the beginning of fiscal year 1967, three training courses had been started and one or more classes taught; Course No. A-110, system planning; course No. A-120, airports program; course No. A-100, design. The individual need was being studied and development requirements determined for three additional courses.

Legal authorization.—Government Employees Training Act, Public Law 85-507; and Federal Aviation Act of 1958, Public Law 85-726.

Obligations, fiscal year 1967.—Operating \$216,000; administrative \$17,000; total \$233,000.

7. PROCUREMENT TRAINING

Purpose.—The purpose of this program is to develop uniform approaches to the agency's procurement activities for the administrators, program managers, procurement officers, technical personnel and inventory provisioning, cataloging and standardization personnel.

History and description.—Design and development work on the several procurement training programs began as early as fiscal year 1960, however, it was only within the last 3½ years that prototype classes were actually conducted and regular training classes scheduled. The total training program now consists of 10 separate scheduled procurement-type training courses as follows: LM-201, personnel property administration; LM-202, real estate and utilities; LM-203, small purchase transactions; LM-204, construction-architect engineer contracting; LM-205, contract placement and administration; LM-206, pricing techniques; LM-110, provisioning, cataloging, and standardization; LM-120, FAA inventory control; LM-130, procurement for technical personnel; LM-140, procurement management.

Legal authorization.—The Federal Aviation Act of 1958; the Government Employees Training Act of July 7, 1958; Executive Order 10800 of January 15, 1959; Executive Order 11340, dated April 1, 1967; Executive Order 11348, dated April 20, 1967; and current Civil Service regulations.

Obligations, fiscal year 1967.—Operating \$140,000; administrative \$17,000; total \$157,000.

8. DEFENSE READINESS TRAINING PROGRAM

Purpose.—The purpose of this training program is to prepare the organizational specialists to meet emergencies and to take proper action when emergencies occur.

History and description.—The Federal Aviation Agency and its predecessor Civil Aeronautics Administration, have been directly concerned with and participating in emergency readiness and/or defense readiness training provided by non-FAA organizations for the past 8½ years, however, only within the last 4 years has the agency begun to develop its own in-house capability. In fiscal 1967 the following two courses were developed and implementation was expected during the first quarter of fiscal year 1968. DR-101, individual orientation to defense readiness and DR-104, radiological monitor refresher. A radiological defense officer course was being provided for the FAA by State universities. The following additional courses were being investigated as possible additions to the defense readiness training program: DR-216, damage assessment; DR-220, emergency orientation; DR-221, survival; DR-222, resources management and claimancy; and DR-109, specialized survival.

Legal authorization.—The Federal Aviation Act of 1958; the Government Employees Training Act of July 7, 1958; Executive Order 10800 of January 15, 1959; Executive Order 11340, dated April 1, 1967; Executive Order 11348, dated April 20, 1967; and current Civil Service regulations.

Obligations, fiscal year 1967.—Operating \$52,000; administrative \$9,000; total \$61,200.

9. NON-GOVERNMENT FACILITIES TRAINING (EDUCATIONAL ASSISTANCE PROGRAM)

Purpose.—The purpose of this program is to provide off-duty educational assistance to certain employees to improve their capabilities for the performance of their official duties.

History and description.—After passage of the Government Employees Training Act in 1958, training or education during off-duty hours was considered primarily a supplement to in-house training and did not, at first, receive much emphasis. Since the early 1960's, this type of training and education, which places more responsibility upon the individual for his self-development, has come to be considered by FAA to be one of the best methods for long-range career development, for keeping up with the state of the art, and for preparing one's self for a new field. In 1966, the FAA issued a directive which provided guidelines for rescheduling an employee's hours of work to enable the individual to attend college or university classes. Career plans for the predominant job series have been or are being de-

veloped. These career plans indicate the type of experience and education required for the various positions within a major job category.

Legal authorization.—The Federal Aviation Act of 1950; the Government Employees Training Act of July 7, 1958; Executive Order 10800 of January 15, 1959; Executive Order 11340, dated April 1, 1967; Executive Order 11348, dated April 20, 1967; and current civil service regulations.

Obligations, fiscal year 1967.—Operating \$100,000; administrative \$20,500; total \$120,500.

10. GENERAL TRAINING

Purpose.—The purpose of the programs and courses included under the above heading is to satisfy miscellaneous training needs (other than those satisfied by the above separately listed programs and courses) common to all organizational elements.

History and description.—These programs and courses have been developed and implemented or revised and updated since 1958. The group covers such areas as files improvement, conference leadership, safety education, instructor education, basic investigation, briefing and presentation techniques, and ADP.

Legal authorization.—The Employee Training Act of 1958.

Obligations, fiscal year 1967.—Operating \$309,400; administrative \$38,500; total \$347,900.

C. U.S. COAST GUARD

1. OPERATION OF THE COAST GUARD ACADEMY

Purpose.—The purpose of the Coast Guard Academy is to educate young men to become commissioned officers in the U.S. Coast Guard.

History and description.—The original authority for the establishment of a school of instruction for the Coast Guard is contained in an act of July 31, 1876 (17 Stat. 102, 107). Instruction of future officers was first conducted in the revenue cutter *Chase*. In 1903 the course was lengthened from 2 to 3 years. The cutter *Chase* was decommissioned in 1907 and the school of instruction continued on board the cutter *Itasca* until September 15, 1910, at which time the school was established at Fort Trumbull, New London, Conn. In 1932 the present Coast Guard Academy at New London, Conn., was completed. It accommodates 800 cadets.

The curriculum is composed largely of scientific and marine engineering subjects, in addition to navigation, seamanship, ordnance and gunnery, military law, and other subjects. The cadet, at the beginning of his third year, may choose a program in one of the two areas: Engineering-science or management-social science.

When a young man enters the Academy as a cadet, he is required to agree to serve as a commissioned officer for a period of 5 years after his graduation.

Legal authorization.—14 U.S.C. 181 *et al.*

Obligations, fiscal year 1967.—Operating and administrative reported not separable, \$5,733,000.

2. OPERATION OF COAST GUARD TRAINING CENTERS

Purpose.—The purpose of the training centers is to teach members of the Coast Guard the military and technical skills required for the performance of their assigned duties.

History and description.—Some form of training has always been conducted since the establishment of the forerunner of the Coast Guard, the Revenue Marine, in 1790. At that time, training was conducted inservice through what is now termed on-the-job training. In fiscal year 1967 the Coast Guard operated four training centers. Specialized Coast Guard technical skills were taught at Groton, Conn. The centers located at Alameda, Calif., and Cape May, N.J., are primarily concerned with recruit training. The Reserve training center at Yorktown, Va., is concerned primarily with short courses for Reserve members and the indoctrination of new and prospective Coast Guard officers.

Separate schools for the various specialities are maintained within the training center organization.

Legal authorization.—14 U.S.C. 93(g).

Obligations, fiscal year 1967.—Operating and administrative reported not separable, \$10,348,000.

3. OPERATION OF THE COAST GUARD AUXILIARY

Purpose.—The four stated purposes of the Coast Guard Auxiliary are: To promote efficiency in the operation of motorboats and yachts; to foster a wider knowledge of the better compliance with the laws, rules, and regulations governing the operation of motorboats, to promote safety and effect rescues on and over the high seas and navigable waters, and to facilitate other operations of the Coast Guard.

History and description.—The original authority for the establishment of the Coast Guard Auxiliary was contained in 53 Stat. 854, dated June 23, 1939. This charter created the basic organization and set forth its specific aims as described above.

The forerunner of the present corps devoted its energies to education of boatmen who became Auxiliarists. The organization spent its wartime years in member education and assistance to the Coast Guard in harbor and coastal patrols, port security, beach patrol, and pilot duties. With the advent of peacetime, the Auxiliary reduced in membership from 50,000 to 18,000 and began to concentrate its efforts on what is now known as the cornerstones of the organization; i.e., courtesy motorboat examinations, operation and public education. The inroads to public education were bumpy due to the small number of pleasure boatmen in the United States coupled with an even smaller number of pleasure boats.

In the early fifties the sport was enriched by the entry into the boating field of mass production techniques and a more affluent society. From a low of 2,067 persons enrolled in 1953 to 144,208 in 1966, the Auxiliary embarked upon a course to reach 10 percent of the registered boaters. During this period of program expansion, the membership has grown to 25,000 members and now offers a program that embraces three separate educational courses for the public: Basic Seamanship; Safe Boating; Outboard Motorboat Handling.

Each course requires an end of course examination and the successful completion thereof leads to the award of an Auxiliary certificate.

Legal authorization.—14 U.S.C. 821 through 894.

Obligations, fiscal year 1967.—Operating and administrative reported not separable, \$623,000.

4. OPERATION OF THE COAST GUARD RESERVE TRAINING PROGRAM

Purpose.—This program provides for the training of reservists so as to make available trained units and qualified persons when required for active duty in time of war or national emergency, or at such times as the national security requires.

History and description.—The Coast Guard Reserve was first established by an act of June 23, 1939 (53 Stat. 854) to provide a nonmilitary, voluntary, self-governing organization of men and pleasure craft. By an act of February 19, 1941 (55 Stat. 9) the name of this organization was changed to Coast Guard Auxiliary; and a Coast Guard Reserve was established and modeled after the Naval Reserve. The Women's Reserve, known as SPARS, was authorized by an act of November 23, 1942, to release male officers and enlisted personnel for duty at sea. This program was terminated by an act of July 25, 1947; however, on July 4, 1949, by the codification of title 14, United States Code, the Women's Reserve was reestablished.

The training program is largely carried out in organized reserve training units established at population centers around the country, and here members attend 48 weekly drills. They are also assigned two weeks active duty for training at operating units or Service schools each year. In addition to this type of training program, certain personnel are brought on active duty for 2 years after which they affiliate with a training unit.

Legal authorization.—Title 14, United States Code, sections 754 to 762 as amended by Armed Forces Reserve Act of 1952 and Reserve Forces Act of 1955.

Obligations, fiscal year 1967.—Operating and administrative reported not separable, \$24,200,000.

5. EXTRAMURAL TRAINING

Purpose.—The purpose of this type of training is to provide specialized knowledge required by limited numbers of officers and enlisted personnel to fulfill Coast Guard duties.

History and description.—The Coast Guard utilities training courses provided by private institutions and other Government agencies, particularly the U.S. Navy, when such training is suited to requirements of the Coast Guard and cost considerations are favorable. Such training may vary from a few days to 2 years in length. The training is of many types, all of which contribute to the proficiency of the individual serviceman. Examples are: naval flight training, anti-submarine warfare, damage control communications, aircraft maintenance, electronics engineering, and naval architecture. Degrees are earned at recognized educational institutions by those who take appropriate advanced courses.

Legal authorization.—14 U.S.C. 93(g)

Obligations, fiscal year 1967.—Operating and administrative reported not separable, \$1,516,000.

6. MANAGEMENT AND SUPERVISORY TRAINING

Purpose.—The purpose of this program is to improve management techniques in the Coast Guard at all levels by updating and expanding the skills of experienced managerial and administrative personnel and to develop young career personnel who exhibit the necessary interest and talent for management and supervisory responsibilities.

History and description.—The management and supervisory training program dates from the creation of a civilian employee development branch in 1956. This type of training was initiated shortly thereafter because there was an acute need for developing these skills among Coast Guard civilian supervisory personnel. Initially, such training was confined to in-house training conducted for small groups by the employee development officer. Gradually as the program developed, other approaches were developed for furnishing this training. Personnel were enrolled in appropriate courses offered by the Civil Service Commission (CSC), and some employees were enrolled in seminars offered by private training sources such as the American Management Association and the Institute for Management Appraisal and Executive Development. Currently, substantial use is made of the CSC Executive Seminars at Kings Point, N.Y., and at Berkeley, Calif., for personnel at west coast activities. Personnel also are enrolled in short-term and resident planning-programing-budgeting seminars offered by CSC for the purpose of preparing managers to implement PPB concepts in Coast Guard. Many employees attend after-hours management courses offered by universities.

Legal authorization.—Public Law 85-507 and regular appropriations.

Obligations, fiscal year 1967.—Operating and administrative reported not separable; total \$34,998.

7. PROFESSIONAL ENGINEERING TRAINING FOR CIVILIANS

Purpose.—This program is designed to qualify newly employed engineering and architectural personnel at the GS-5 level for promotion to GS-7 in 6 months. The purpose of this is to render Coast Guard more competitive with other agencies and the private economy in the recruitment and retention of personnel in these categories who are highly desirable because of their potential for advancement.

History and description.—This program was originally initiated in 1959 when CSC issued a letter approving the training plan. Under the plan, personnel are recruited directly following their graduation from college. Entering service at the GS-5 level, they are trained under a formalized plan designed to broaden and season them in their professional fields and providing for promotion to the GS-7 level after 6 months of experience rather than after 1 year as would normally be the case. This program is operated at headquarters only and is administered by the employee development branch. The training consists entirely of training on the job and there is no specific related study required under the training plan.

Legal authorization.—Public Law 85-507 and CSC letter ECN: EDU 5-2 dated November 2, 1966.
Obligations, fiscal year 1967.—None.

8. APPRENTICE TRAINING PROGRAM FOR CIVILIANS

Purpose.—The purpose of this program conducted at the Coast Guard Yard, Curtis Bay (Baltimore) Maryland, is to insure the development of a continuing supply of highly skilled artisans to meet anticipated needs for such personnel arising from deaths, retirements, transfers, promotions and quits, who possess the potential for development to become supervisors in their respective crafts.

History and description.—This program, which is the only apprenticeship program in the Coast Guard, was conducted along rather informal lines for many years. However, the modern program which has been certified by the U.S. Department of Labor's Bureau of Apprenticeship and Training dates from 1955. The program outline provides for apprentices to be trained in any of nine different skilled trades although normally apprentices are not in training in all nine occupations at any given time. Apprentices are inducted into various trades. Related instruction, including trade theory, is conducted during working hours and is administered by personnel from the yard training division. Trade theory classes are conducted for the various crafts by specially selected and trained journeymen from the respective trades. Upon completion of the period of apprenticeship, participants in this program are entered on the rolls of fully qualified journeymen.

Legal authorization.—Public Law 85-507 and regular appropriations.

Obligations, fiscal year 1967.—Operating and administrative reported not separable; total \$7,416.62.

9. HELPER-TO-JOURNEYMAN PROGRAM

Purpose.—The purpose of this program, which is conducted at the U.S. Coast Guard Yard, is to select helpers with potential for further development and advancement and place them in a program of training designed to qualify them as limited mechanics and ultimately, for those whose progress indicates their capability, to full journeyman status. The secondary intent of the program is to sustain an adequate skilled labor force at the yard with minimum developmental costs.

History and description.—This program is an innovation at the U.S. Coast Guard Yard, having been initiated during the fiscal year 1967. It provides that helpers selected to participate in it will progress to the rate of limited mechanic in any of 10 skilled trades in a period of 24 to 30 months. Those participants who give indication of having reached their limit of development will be retained as limited mechanics. Those who indicate the capacity for further development may continue in the program for a period of not less than 54 months up to a maximum in most cases, of 66 months at the end of which time they would qualify as full journeyman in their respective trades. During the period from induction into training until the rate of limited mechanic is attained, rotation through various phases of on-the-job training is supplemented by after-hours classes in related subjects and trade theory. After the rate of limited mechanic has been reached, all training is conducted

on the job, and related instruction is no longer conducted. The rate of progress of the trainee is carefully observed by the manager of the shop in which he works. The managers certify when the trainee has reached an acceptable level of skill so that he qualifies for the journeyman rate.

Legal authorization.—Public Law 85-507 and regular appropriations.

Obligations, fiscal year 1967.—Operating and administrative reported not separable; total \$5,200.

Related instruction is conducted after hours and the only cost is for overtime payment to yard craftsmen who serve as trade theory instructors and the payment to the Baltimore school system for the related instruction that is provided. Because the trade training is on the job, the trainees with their previous experience as helpers are considered 100 percent effective at all times.

10. COOPERATIVE WORK-STUDY PROGRAM

Purpose.—The purpose of this program is to select students in college cooperative programs to affiliate with the Coast Guard to receive the work experience portion of their college program. It is hoped that during the work phases of their college program the students will develop a real interest in a civilian career with the Coast Guard.

History and description.—The cooperative work-study program of the Coast Guard was inaugurated in 1956. It provides that by agreement with the various cooperating colleges and universities, students will be given career-conditional appointments permitting them to obtain their work experience in Coast Guard activities. Under the agreement, a formal rotational plan is designed to give the cooperative student exposure to as many phases of the Coast Guard's work in the area of interest to the individual student as possible. During the period of training the student progresses from the GS-2 or GS-3 level, depending upon his academic level and experience upon entry, to the GS-5 level prior to graduation from college. Study options which current participants in the program are pursuing include numerous branches of the engineering profession, physics, architecture, comptrollership, oceanography, mathematics, and management analysis. This program functions at Coast Guard headquarters, many of the district offices in the continental United States, and at headquarters units.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—None.

Participants are paid only for the time spent on the job at the Coast Guard during the work phases of the program. The Coast Guard did not underwrite any tuition or other costs incident to their attendance at college during the fiscal year 1967.

11. SUMMER STUDENT PROGRAM

Purpose.—The principal purpose of this program is to furnish summer employment to college students whose major study options are in the hard-to-get professions with the possibility of interesting some of them in permanent employment in career vacancies upon graduation from college. Secondarily, the purpose is to provide an opportunity for gaining useful work experience by participants, and in some cases to enable students to earn money needed to continue their college educations.

History and description.—This program which operates at headquarters only was inaugurated in 1957. Participants are selected from the Civil Service Commission trainee register of eligibles. These selected are given temporary appointments and are employed during the summer months in various organizational units at Coast Guard headquarters offering work experience related to their study options. An effort is made to assign them to varied and interesting projects of a level of difficulty that will challenge their abilities and sustain their interest. The work experience is supplemented by a series of orientation meetings at which trainees are addressed by experts in various areas of Coast Guard responsibility such as aids to navigation, search and rescue, oceanography and others. These meetings serve to acquaint participants with the whole function of the Coast Guard and assist them in understanding how their individual efforts support the whole organization.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—None. Summer student trainees receive regular pay for hours worked. They receive no subsidy for tuition or other expenses from the Coast Guard.

12. FEDERAL TRIANGLE EDUCATION PROGRAM

Purpose.—The purpose of this program is to afford an opportunity to civilian Coast Guard personnel and others to pursue after hours college study as economically and as conveniently as possible, at the undergraduate and graduate level, for degree credit.

History and description.—The Federal triangle education program was organized in 1956 by the U.S. Coast Guard and one other Federal agency. It has since expanded, and currently there are 51 Federal agencies including the Coast Guard who sponsor the program. Courses are conducted by the College of General Studies of the George Washington University which furnishes the necessary faculty and administrative services. Classes are held in various Government offices in the downtown Washington area. Because the Government furnishes all of the necessary facilities except the instructor and administrative services, tuition charges are \$14 per semester hour lower than they are on campus. Thus Coast Guard employees may pursue study toward a college degree at substantially less cost than the same courses would cost on campus. When employees enroll in courses which management determines to be job related, the cost of tuition and books is paid from the civilian training budget of Coast Guard. Approximately 1,500 students from the 51 sponsoring agencies attend more than 70 courses being offered under this program and the facilities of the program are available to an estimated 70,000 Federal employees in the area.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—Operating and administrative reported not separable; total \$3,575.

D. FEDERAL HIGHWAY ADMINISTRATION

1. DEVELOPMENT OF SUPERVISORY AND MANAGEMENT ABILITY

Purpose.—The purpose of this program is to improve the ability of all supervisors and managers in carrying out the functions of the Federal Highway Administration.

History and description.—Over the years the Federal Highway Administration (formerly Bureau of Public Roads) has provided supervisory and managerial programs to develop its employees. During fiscal year 1967, employees participated in management institutes and courses conducted jointly by the American Association of State Highway Officials and the National Highway Users Conference, Civil Service Commission and other Federal agencies, American Society for Public Administration, State highway departments and universities throughout the country. In addition, the Federal Highway Administration conducted a supervisory luncheon program in which a management expert lectured to top FHWA managers on supervisory and managerial subjects each month.

Legal authorization.—Chapter 41, title 5, United States Code (formerly Government Employees Training Act, Public Law 85-507).

Obligations, fiscal year 1967.—Operating, \$18,000; administrative, \$5,000; total \$23,000.

2. DETAIL OF EMPLOYEES TO PURSUE FULL-TIME GRADUATE STUDY

Purpose.—Employees of the Federal Highway Administration are detailed to pursue graduate study to acquire advanced knowledge in the work to which they are assigned or will be assigned.

History and description.—During the academic year 1966-67 the Federal Highway Administration detailed 16 employees to universities for a full academic year of graduate study. Three went to Stanford University to study highway location, public administration, and engineering economic planning; one went to the University of Minnesota to study hydraulics; one went to Catholic University to study transportation engineering; two went to the University of California to study transportation engineering; one went to the University of Illinois to study structures; two went to Michigan State University to study highway safety administration and highway traffic administration; one went to the University of Maryland to study program, planning, and budgeting system; one went to Iowa State University to study landscape architecture; one went to Texas A&M to study photogrammetry; one went to Northwestern University to study urban and regional planning; and one went to Cornell University to study administration.

Legal authorization.—Chapter 41, title 5, United States Code (formerly Government Employees Training Act).

Obligations, fiscal year 1967.—Operating, \$52,000; administrative, \$10,000; total, \$62,000.

3. HIGHWAY ENGINEERING TRAINING PROGRAM

Purpose.—The purpose of these programs is to provide practical, on-the-job training in the fundamentals of highway transportation engineering and administration to engineering graduates recruited annually from colleges and universities in order to maintain the technical competence of the organization throughout the year.

History and description.—The training of junior engineers has been carried on with few interruptions since about 1906. The number of junior engineers in the Federal Highway Administration training programs on June 30, 1967, was 165. These men were selected from colleges

and universities throughout the country by means of competitive assembled examinations administered by the Civil Service Commission. The highway engineer training program covers a span of 3 years and includes seven major work assignments with correlated study assignments. The master's degree program, which is 18 months in duration has recently been reinstated to fulfill this organization's needs for highway research engineers in the field of urban transportation planning. During the entire program, periodic reports are submitted by trainees' supervisors, covering attitudes, performance, and assignments for each trainee. Upon satisfactory completion of the program, trainees become full-fledged highway engineer employees and are assigned to a regular position in the organization in accordance with their interests and aptitude to the extent practical.

Legal authorization.--Chapter 41, title 5, United States Code.

Obligations, fiscal year 1967.--Operating, \$306,000; administrative, \$34,000; total, \$340,000.

4. INSERVICE AND OUTSERVICE TRAINING FOR EXPERIENCED PROFESSIONAL EMPLOYEES

Purpose.--The Federal Highway Administration provides inservice and short periods of outservice training to enable professional engineers to keep up to date in a rapidly advancing field of knowledge.

History and description.--For a number of years the Federal Highway Administration has made opportunity available for at least a portion of its professional employees to receive special training concerning new developments in such areas as soil mechanics, paving, photogrammetry, highway capacity, and highway design. During fiscal year 1967 courses in photogrammetry, highway materials, hydraulics, bridge foundations, highway planning, highway capacity, right-of-way, auditing, and the like were made available to employees in the Washington office and in the field offices throughout the States.

Legal authorization.--Chapter 41, title 5, United States Code (formerly Government Employees Training Act).

Obligations, fiscal year 1967.--Operating, \$96,000; administrative, \$7,000; total, \$103,000.

5. INSERVICE AND OUTSERVICE TRAINING FOR ENGINEERING AIDES AND TECHNICIANS

Purpose.--To expand the technical knowledge of persons who do not have an engineering education but are daily performing numerous engineering skills on direct construction in the national forests and parks, the Federal Highway Administration provides inservice and short periods of outservice training in highway engineering for engineering aides and technicians.

History and description.--During the years that the Federal Highway Administration has been constructing highways in the national forests and parks, it has had to depend on a relatively large corps of subprofessional employees to perform work in direct construction. As a means of developing a competent staff to handle this direct construction work, the FHWA has provided training to those engineering aides and technicians who demonstrated an interest in public roads and an

aptitude for highway construction. During fiscal year 1967, the following schools and types of training were conducted for those subprofessionals: basic surveying and methods of computing, materials course, basic computations, basic surveying, and job materials and control, instrumentman school, field office man's school, field office man's school (advanced), project engineers' training; and electronic data processing.

Legal authorization.—Chapter 41, title 5, United States Code (formerly Government Employees Training Act).

Obligations, fiscal year 1967.—Operating, \$2,000; administrative, none; total \$2,000.

6. INSERVICE TRAINING FOR AUDITORS

Purpose.—An inservice training program for auditors was initiated by the Bureau of Public Roads to enable the Bureau to meet a critical need for professionally trained auditors necessary for discharging its responsibility for auditing an ever-increasing program of Federal aid for construction of the Nation's highways.

History and description.—Before the establishment of an Office of Audits and Investigations in the Bureau of Public Roads, Aug. 1, 1962, a small number of auditors were trained through on-the-job instruction in the field and in the Washington office. With the establishment of the new office, with its expanding functions and activities, a 1-year formal auditor training program was initiated.

The auditor curriculum consists of five phases: (1) basic audit and Federal-aid review; (2) regional office administration and disposition of audit findings; (3) Washington headquarters orientation and internal review and investigations; (4) division (State) advanced audit procedures; and (5) direct Federal highway "on-sight" construction training. Instruction is given at a different geographical location to broaden the intern's knowledge and experience.

Legal authorization.—Title 5, Government organization and employees, Public Law 89-554, 89th Congress, September 6, 1966, chapter 41—Training.

Obligations, fiscal year 1967.—Operating, \$37,000; administrative, \$9,000; total, \$46,000.

7. TRAINING IN APPRAISAL OF PROPERTY TAKEN FOR HIGHWAYS

Purpose.—The purpose of this program is to provide planned, professional training in right-of-way acquisition for newly recruited personnel who will be involved with the States in the acquisition of land for the construction of the 41,000-mile National System of Interstate and Defense Highways. Special knowledge is required concerning the Government's approach to appropriate valuation of partial takings of land for highway right-of-way.

History and description.—An essential responsibility of the Bureau of Public Roads is to advise and assist the States in the appraisal acquisition, relocation, disposition, and administration of the right-of-way activities involved in the Federal-aid program. Since this right-of-way acquisition is an integral part of the Federal-aid program, a formal 2-year right-of-way training program was initiated

by the Bureau of Public Roads in 1963 to help fill the continuing need for qualified right-of-way officers at the various locations throughout the country.

The right-of-way curriculum consists of five phases ranging from 1 to 7 months in duration: (1) general indoctrination to Federal highway administration and the Federal-aid program; (2) basic right-of-way acquisition techniques; (3) Washington headquarters training; (4) advanced appraising techniques and procedures; and (5) advanced right-of-way acquisition techniques. Three phases include an outservice 2-week course in appraising of various types of land conducted by the American Institute of Real Estate Appraisers at universities throughout the country. Cost of these specialized courses is \$115 for tuition, plus per diem and transportation.

Legal authorization.—Title 5, Government Organization and Employees, Public Law 89-554, 89th Congress, September 6, 1966, subpart C, chapter 41—Training.

Obligations, fiscal year 1967.—Operating, \$46,500; administrative, \$9,000; total, \$55,500.

8. TRAINING IN COMMUNICATION SKILLS

Purpose.—The purpose of this program is to improve the communication skills of Federal Highway Administration employees. Courses were conducted in effective speech, writing, reading and effective listening.

History and description.—During the fiscal year 1953, the Office of Administration of the Bureau of Public Roads (now Federal Highway Administration) began to provide its employees with training in effective speech, report and correspondence writing and reading improvement. This program has been continued each year with additional instruction being provided in effective listening, beginning in the fiscal year 1967. These courses are conducted by the Federal Highway Administration, other agencies, and educational institutions.

Legal authorization.—Chapter 41, title 5, United States Code (formerly Government Employees Training Act).

Obligations, fiscal year 1967.—Operating, \$1,000; administrative, \$2,000; total, \$3,000.

9. COOPERATIVE HIGHWAY RESEARCH AT COLLEGES AND UNIVERSITIES

Purpose.—The purpose of this program is to conduct specific highway research studies and investigations.

History and description.—The Bureau of Public Roads arranges cooperative research agreements with colleges and universities from time to time. Agreements with the institutions of higher learning have been carried on under the administrative contracts awarded by the Bureau of Public Roads (title 23, United States Code, sec. 307a). Contracted studies during the fiscal year 1967 were distributed among institutions of higher education, by State, as follows: California (4), Florida (1), Illinois (1), Maryland (1), Massachusetts (2), New York (3), North Carolina (1), Pennsylvania (1), Texas (2). (Numbers refer to studies.)

In 1963 the national cooperative highway research program was initiated by the American Association of State Highway Officials with

the cooperation of the Bureau of Public Roads and the National Academy of Sciences (title 23, United States Code, sec. 307c). Studies active during the fiscal year 1967 in colleges and universities were distributed by State, as follows: California (1), Connecticut (1), Illinois (7), Indiana (2), Iowa (1), Minnesota (1), Missouri (1), New York (4), North Carolina (3), Ohio (2), Pennsylvania (4), South Carolina (1), Texas (2), Virginia (2), Washington (1), Wisconsin (1), Washington, D.C. (1). (Numbers refer to studies.)

In cooperation with the States, the Federal Government supports a highway planning and research program carried on at colleges and universities within the States. (One and a half percent clause—title 23, United States Code, sec. 307c). In the calendar year 1966 there were 340 studies carried on in 87 colleges or universities throughout the several States.

Legal authorization.—Title 23, United States Code, Highways, Public Law 85-767, section 307, 85th Congress, August 27, 1958.

Obligations, fiscal year 1967.—(In the following breakdown, the administrative costs cannot be identified.) BPR contracts with universities: Operating, \$1,866,000; administrative, none; total, \$1,866,000. NCHRP contracts with universities: Operating, \$980,000; administrative, none; total, \$980,000. HPR contracts with universities: Operating, \$5,744,000; administrative, none; total, \$5,744,000. Total obligations: Operating, \$8,590,000.

10. YOUTH OPPORTUNITY CAMPAIGN TRAINING PROGRAM

Purpose.—The purpose of this program is to provide the summer employees hired under the President's Youth Opportunity Campaign an opportunity to visit private industries and Government agencies in order to familiarize themselves with employment opportunities and training requirements.

History and description.—On March 21, 1967, the President announced the 1967 youth opportunity campaign. This summer program, under the sponsorship of the President's Council on Youth Opportunity, is provided for "disadvantaged" youth between the ages of 16 and 21. The objective of the campaign in the Washington, D.C., area is to hire at least three extra employees for every 100 regular employees. In the field, the ratio is 1:100. As part of the training, the training branch in the Washington office coordinated nine field trips for the Washington employees and each student was allowed a maximum of four trips plus a special trip at the invitation of the Civil Service Commission to the General Accounting Office.

Legal authorization.—Executive Order 11330 providing for the coordination of youth opportunity programs, March 5, 1967.

Obligations, fiscal year 1967.—Operating, \$113,000; administrative, none; total, \$113,000.

11. ADMINISTRATIVE TRAINING PROGRAM

Purpose.—The administrative training program was established to develop carefully selected employees to assume administrative and financial management responsibilities in the Washington office or in a field office throughout the Bureau of Public Roads.

History and description.—As originally established, the administrative training program was 2 years in length and consisted of training in several career specialties. However, in 1964, as a result of personnel limitations and reorganizations within the Bureau, the program was curtailed temporarily. The program was reestablished in the fiscal year 1967. As presently revised and conducted, it is an 18-month program consisting of two options—administration and personnel. Each division (State) office has an administrative manager who serves as a staff member, with responsibilities in the administrative and financial management areas. This specialized training prepares the graduates to assume these responsibilities.

The curriculum consists of four phases, ranging from 4 to 6 months in duration: (1) General orientation, voucher examination techniques, and reports control; (2) Washington office headquarters training in finance and management; (3) administrative procedures, and duties of the administrative manager and executive offices; (4) administrative review of State claims and liaison with State highway departments.

Legal authorization.—Title 5, "Government Organization and Employees," Public Law 89-554, 89th Congress, September 6, 1966, subpart C, chapter 41—"Training."

Obligation, fiscal year 1967.—Operating, \$4,000; administrative, \$1,000; total \$5,000.

12. TRAINING FOR HIGHWAY ENGINEERS AND OFFICIALS OF OTHER COUNTRIES

Purpose.—The Bureau of Public Roads operates a program of training in theory and practice of highway improvement and utilization for certain foreign nationals. The purpose is the dissemination of administrative, technical, and scientific knowledge relating to highway practice in the United States to friendly countries throughout the world.

History and description.—Since approximately 1930, the Bureau of Public Roads has provided opportunities for highway engineers and officials of other countries to study highway improvement practice and the utilization of highways in the United States. Assistance to these foreign visitors was provided to individuals and certain special groups until 1948. During the years 1948 through 1952, a 16-week course on the theory and practice of highway improvement and utilization in the United States was presented by the Bureau for a group comprised of highway officials from many countries. In 1953 this 16-week course was discontinued.

Training and study opportunities for foreign visitors were made available with specific programs being arranged for individuals and special interest groups from particular countries. Study and training programs are provided for foreign visitors, the large majority of whom are referred to the Bureau of Public Roads by the Agency for International Development; the United Nations; the Department of State, Bureau of Educational and Cultural Exchange; and by the visitors' countries. A large portion of the training and study opportunities are provided by the respective State highway departments. During the fiscal year 1967 there were 298 foreign nationals

who received training under this program. These 298 persons represented 45 countries.

Legal authorization.—23 U.S.C. 308(a).

Obligations, fiscal year 1967.—Operating, \$128,000; administrative, none; total \$128,000.

E. NATIONAL TRANSPORTATION SAFETY BOARD

1. NATIONAL AIRCRAFT ACCIDENT INVESTIGATION SCHOOL

Purpose.—The purpose of this school is to train National Transportation Safety Board and Federal Aviation Administration personnel for rapidly acquired full performance in aircraft accident investigation techniques. In addition, training is provided to people from other agencies and foreign nationals in accident investigation and reporting techniques.

History and description.—The National Aircraft Accident Investigation School, established in 1963 by an interagency agreement between the Civil Aeronautics Board and the Federal Aviation Administration, is located at the FAA Aeronautical Center, Will Rogers World Airport, Oklahoma City, Okla. The school was founded to provide a common training facility for CAB (NTSB) air safety investigators, FAA flight standards inspectors, and technical specialists of both agencies having a job responsibility in the investigation of civil aircraft accidents. The curriculum emphasizes investigation techniques and procedures essential to the determination of aircraft accident causal factors and effective reporting of the results of the investigation. Audiovisual training aids, an aircraft wreckage laboratory, and guest lecturers from NTSB, FAA, the aeronautical industry, and universities are utilized in the instructional program. The colocation of the school with the FAA Academy, the Civil Aeromedical Research Institute, and other aviation-safety-oriented activities at the Aeronautical Center provides additional facilities to augment the school's training facility resources.

Legal authorization.—Government Employees Training Act and regular appropriations.

Obligations, fiscal year 1967.—Operating \$24,450; administrative reported indeterminable.

2. PROFICIENCY TRAINING IN FUNCTIONS OF ORGANIZATION

Purpose.—The purpose of this training is to improve knowledge and skills of NTSB employees in operations and management.

History and description.—Management, computer, clerical, and aircraft familiarization courses are provided by the Civil Service Commission, IBM, local schools, aircraft manufacturers, and others.

Legal authorization.—Government Employees Training Act and continuing appropriations.

Obligations, fiscal year 1967.—Operating, \$4,696; administrative reported indeterminable.

F. ST. LAWRENCE SEAWAY DEVELOPMENT CORPORATION**1. DISPATCHER TRAINING PROGRAM**

Purpose.—The purpose of this training program is to assure the Corporation of adequately trained personnel to fill the position of dispatcher.

History and description.—The program was established to provide backup for one of the key positions in the Corporation. It provides systematic work experience under the supervision of qualified dispatchers, and related instruction under the direction of the chief, lock operations. In preparation for this training program and in conjunction with it, incumbents are assigned planned supplemental study of the course material for off-duty hours under the guidance of the training instructor. The established training period consists of a total of 309 hours of training under the factors outlined in the program. This training may be given continuously or on an intermittent basis as needs dictate. However, it is the intent of the Corporation to insure that the training components outlined in the program will be completed within a 9-month period during the lock operating season. Trainees receive salary at the grade and classification to which they are permanently assigned. However, upon satisfactory completion of the training program requirements, they are eligible for additional pay assignment to dispatcher and, in the event of a vacancy, are given consideration for promotion to the position.

Legal authorization.—Public Law 85-507; training agreement with the Civil Service Commission.

Obligations, fiscal year 1967.—Operating, \$1,486.29; administrative, \$1,200; total, \$2,686.29.

2. LOCKMASTER TRAINING

Purpose.—This training program is set forth to assure the Corporation of adequately trained personnel to fill the position of lockmaster.

History and description.—The established training periods set forth in the lockmaster training program encompass a total of 284 hours of training under the factors listed in the program. This training may be given continuously or on an intermittent basis as needs dictate. The trainee-lockmaster is trained by qualified lockmasters who have years of experience both in and out of the Corporation, and who have become proficient in the ship handling business. Trainees receive salary at the grade and classification of their permanent assignment. Upon satisfactory completion of the training program requirements, they are eligible for an additional pay assignment to the lockmaster classification. In the event of a vacancy, they are given consideration for promotion to the position.

Legal authorization.—Public Law 85-507; training agreement with the Civil Service Commission.

Obligations, fiscal year 1967.—Operating, \$1,073.52; administrative, \$1,200; \$2,273.52.

3. MILLWRIGHT TRAINING COURSE

Purpose.—The purpose of this program is to provide the Corporation with technically trained, competent millwrights and to promote and maintain high standards of workmanship.

History and description.—This program is designed to provide sufficient training to enable an employee to qualify and in the event of a vacancy be promoted to the position of millwright. The established training periods show a total of 7,680 hours training under the components listed in the program. It is the intent of the Corporation to insure that the training components outlined in the program will be completed within a 4-year period. The trainee is trained by a qualified millwright and/or the mechanical foreman. The training is by individual instruction on the job.

Trainees receive salary at special rates and grades established for trainees in craft and tradesman positions. The schedule provides for seven step rates. The trainee is tested prior to advancement to each pay step. Step advancement is contingent on satisfactory test scores. Upon satisfactory completion of the training program requirements, and in the event of a vacancy for the position of millwright, incumbents of the program are given consideration for promotion to the position.

Legal authorization.—Public Law 85-507; training agreement with the Civil Service Commission.

Obligations, fiscal year 1967.—Operating, none; administrative, \$1,200; total, \$1,200. This training program was approved in June 1967. No employees were selected for training under the program in the fiscal year 1967.

4. NAVIGATION AIDS TECHNICIAN TRAINING PROGRAM

Purpose.—This training program is set forth to assure the Corporation of adequately trained personnel to fill the position of navigation aids technician.

History and description.—Prior to establishment of this training program, applicants were considered qualified for the position of navigation aid technician if they had 2 years in the operations and maintenance forces of the Corporation, at least 6 months of which must have been working as deckhand-trainee in the navigation aids section, and provided they held a current appropriate U.S. Coast Guard license for motorboat operator. This background proved to be inadequate for satisfactory performance in the position. A determination was made that it was necessary to assure that employees entering this position had adequate experience documented through or equal to the proposed formalized training program.

With the exception of classroom instruction attendance at the Wallace and Tiernan Service School at Belleville, N.J., the training in the program is by individual instruction on the job. The official responsible for the overall training program is the Chief, Marine Operations Section. The established training periods show a total of 3,240 hours training under the components listed in the program. It is the intent of the Corporation to insure that the training components outlined therein will be completed within a 3-year period. The trainees are paid at the rates established for trainees, established annually. The

trainee wage schedule provides seven step rates. The trainee is tested in his handling of the equipment and tested orally by the instructor and is rated on the basis of his performance in each phase of his training. Written and oral testing is given prior to advancement to each pay step. Step advancement is contingent on satisfactory test scores.

Legal authorization.—Public Law 85-507; training agreement with the Civil Service Commission.

Obligations, fiscal year 1967 (estimated).—Operating, \$2,300; administrative, \$1,200; total, \$3,500. The operating and administration costs of the training cannot be clearly indicated since the training program is geared closely to the regular productive work of the corporation.

CHAPTER 17. PROGRAMS OF THE NATIONAL SCIENCE FOUNDATION (NSF)

A. INTRODUCTION AND SUMMARY

The authority for and scope of the National Science Foundation's science educational programs were established by the National Science Foundation Act of 1950, as amended. Relevant provisions are:

[Sec. 3. (a).] The Foundation is authorized and directed—(1) to develop and encourage the pursuit of a national policy for the promotion of basic research and education in the sciences; (2) to initiate and support * * * programs to strengthen scientific research potential in the mathematical, physical, medical, biological, engineering, and other sciences * * * (4) to award * * * scholarships and graduate fellowships in the mathematical, physical, medical, biological, engineering, and other sciences; and [Sec. 13. (a).] * * * may undertake programs granting fellowships to, or making other similar arrangements with, foreign nationals for scientific work in the United States. * * *

The Foundation has construed this statutory mandate to mean that it has a continuing responsibility to: (1) encourage and prepare students for careers in science and (2) improve science teaching as a component of general education. It attempts to discharge this responsibility by means of various activities within the education divisions, the programs of institutional support, the Office of International Science Activities, the research divisions, the Office of Sea Grant Programs, and the Office of Computing Activities.

The legal authorization for the activities of the Foundation as a whole is the National Science Foundation Act of 1950 (Public Law 507, 81st Cong., as amended).

Total obligations for the programs for the fiscal year 1967 were: Operating, \$451 million; administrative, \$14 million; total, \$465 million.

B. PROGRAMS OF THE EDUCATION DIVISIONS

Purpose.—The purpose of the activities of the education divisions is to prepare and enable individuals with talent and interest to become scientists and engineers; to provide opportunities for active scientists to sustain or strengthen their knowledge, their ability to perform, and their awareness of developments in science; to improve the educational opportunities for those who might become auxiliary or ancillary workers in scientific enterprises; and to improve science teaching as a component of general education.

History and description.—In fiscal year 1967, some thirty-odd distinct program activities were supported by the three education divisions, namely: the Division of Graduate Education in Science, the Division of Undergraduate Education in Science, and the Division of Pre-College Education in Science.

Division of Graduate Education in Science.—Twelve of these program activities are the responsibility of the Division of Graduate Education in Science, seven being concerned specifically with various

types of fellowship and traineeship awards and five being concerned with other activities in graduate education. The former consist of graduate fellowships, graduate traineeships, summer traineeships for graduate teaching assistants, postdoctoral fellowships, senior postdoctoral fellowships, science faculty fellowships, and senior foreign scientist fellowships.

Fellowship operations were among the first the Foundation put into effect. The first two programs went into operation in fiscal year 1952. From that year through fiscal year 1967, eight additional fellowship and traineeship programs were developed, three of which were discontinued since their objectives were being met by other means. From fiscal year 1952 through fiscal year 1967, there were 163,264 fellowship applicants, of whom 45,821 were offered support. Since fiscal year 1964, when the traineeship program was initiated, an additional 14,170 individuals have been given fellowship-type support by the 206 institutions receiving traineeship grants.

Five other activities of the Division of Graduate Education in Science which attempt to promote excellence in the general area of graduate science education are: advanced science seminar projects (designed for advanced education and research training to supplement graduate school curriculums); special products in graduate education (designed to assist in developing innovative approaches for achieving high-quality graduate instruction); projects in the public understanding of science (designed to increase public knowledge and appreciation through various means); NSF-NATO travel grants (designed to facilitate travel to advanced study institutes of NATO); and international travel grants (designed to facilitate attendance at appropriate international scientific meetings).

Division of Undergraduate Education in Science.—The Foundation's first direct support for improving the quality of undergraduate education in science was directed toward two summer institutes for college teachers in 1953. Since then activities for upgrading college teachers have been steadily expanded. To them have been added programs with direct impact upon undergraduate students, such as those concerned with the curriculums and with the instructional equipment used in their training. Finally, broad instructional-type support for the college as a whole has been introduced.

In fiscal year 1967, 11 distinct activities were administered by the Division of Undergraduate Education in Science. Undergraduate research participation projects provide opportunities for able prebaccalaureate students to enhance their readiness for graduate study. The following college teacher activities are designed to improve the subject-matter competence and teaching effectiveness of science faculty members who teach undergraduate students in universities, colleges, junior colleges, and technical institutes: research participation for college teachers; and academic year institutes, summer institutes, short courses, and in-service seminars for college teachers.

Undergraduate-level projects for course and curricular improvement are designed to bring the Nation's outstanding scientific talents and resources to bear on the far-reaching problems of improving undergraduate education in the sciences, mathematics, and engineering. The instructional scientific equipment program offers assistance to science, engineering, and mathematics departments that wish to carry out carefully laid plans for making qualitative improvements in their under-

graduate course offerings by providing matching grants to facilitate the purchase of instructional equipment. By means of visiting scientists projects, the Foundation assists in sending competent scientists to small universities, colleges, and junior colleges to advise the local faculty on questions of curriculum, course content, laboratory apparatus, and procedures; to counsel with undergraduates regarding educational and career plans; and to lecture in the areas of their research competence.

A new program—a college science improvement program—was announced in fiscal year 1967 to respond to the needs and desires of undergraduate institutions to make coordinated and comprehensive improvements across a broad front of science instructional activities. It is designed to encourage a detailed self-study of the institution's science education practices, leading to the positive identification of current strengths and deficiencies, the setting of long-range goals compatible with overall institutional policy, and the formulation of a comprehensive plan for achieving those goals through a sequential set of science improvement projects.

Finally, the special projects program is the Undergraduate Division's educational research and development unit, responsible for exploring novel one-of-a-kind projects addressed to any of a multiplicity of needs in undergraduate science education that fall outside the regular programmatic channels of the Division.

Division of Pre-College Education in Science.—The activities of the Division of Pre-College Education in Science can be categorized as those directed toward school-system and curriculum improvement, and those which are student and teacher oriented.

The cooperative college-school science program provides for collaborative efforts between higher educational institutions and school systems seeking through joint activities to improve science offerings in the schools; while special projects in science education permit a variety of experimental projects to be tried and evaluated. Some of the most successful may become new programs for the Foundation in a more formal sense. In general, these are one-of-a-kind projects which offer an opportunity for innovation in science education by means of support of good ideas never tried before or of a combination of more traditional activities into an unusual structuring for the benefit of science education.

The course content improvement program of the Pre-College Division seeks to improve the substance of courses in mathematics, and in physical, life, and social sciences at the pre-college level. Outstanding scientists, mathematicians, and engineers, together with educators and other specialists, take responsibility for preparing new and innovative materials which present modern science in challenging but comprehensive form. Work on the first large-scale project, a high school physics course, was initiated in 1957. As of 1967 there were available or planned junior high school and high school level courses dealing with the subject matter of physics, chemistry, mathematics, life science, physical science, earth science, and social science, as well as science curriculums for kindergarten through grade 6.

The student-oriented activities of the precollege division consist of the secondary science training program and of special projects for pre-college students. The former supports projects proposed and directed by universities, colleges, and similar institutions for the intensive training in science of very able high school students. The training may be

provided through special advanced classes taught by scientists or through research participation activities, and may extend across a summer or an academic year. Through these projects, 5,000 to 6,000 precollege students are annually brought into sustained contact with the intellectual and other facilities in science available in colleges and universities. The special projects for precollege students include unique, sometimes experimental programs of a varied nature devised by higher educational institutions and oriented toward high school students. Support has been provided for various projects of junior academies of science as well as the holiday science lecture program administered by the American Association for the Advancement of Science.

The teacher education programs of the precollege division essentially parallel those of the undergraduate division in terms of objective and administration, and consist of academic year, summer, and inservice institutes for high school teachers; summer conferences, research participation projects for high school teachers; and special projects in teacher education.

Legal authorization.—The National Science Foundation Act of 1950 (Public Law 507, 81st Cong.).

Obligations, fiscal year 1967.—Operating, \$126 million; administrative, \$1.7 million; total, \$128 million.

C. PROGRAMS OF INSTITUTIONAL SUPPORT (GRANTS)

Purpose.—The purpose of these grants is to strengthen basic research and education in the sciences in accordance with the statutory responsibilities specified in the National Science Foundation Act of 1950, as amended. The programs of institutional support for science are directed toward two major objectives: (1) assisting colleges and universities in their efforts to upgrade their programs and capabilities in science education and academic research to a condition of excellence (institutional science improvement), and (2) helping educational institutions maintain strength in science where it already exists (maintaining institutional strength in science).

History and description.—The first program of institutional support was initiated in fiscal year 1960 on an experimental basis and established on a permanent basis in fiscal year 1961. This program, the graduate science facilities program, is directed toward "maintaining institutional strength in science." In the fiscal year 1967, four specific programs of institutional support were administered under the newly established position of Associate Director (Institutional Relations). These programs, listed under their major objectives, were for (1) "maintaining institutional strength in science": (a) graduate science facilities program, (b) institutional grants for science program; and for (2) "institutional science improvement": (a) departmental science development program, (b) University science development program.

Brief description of each of these programs of institutional support follows:

Graduate science facilities grants.—Grants awarded under this program provide support to educational institutions for the construction and/or renovation of facilities required to maintain the scientific strength of high-quality graduate level science programs. These facilities include research and instructional laboratories and demonstration areas, as well as the acquisition of general-purpose laboratory appa-

tus. The prime criterion in awarding grants under this program is the merit of the institution's science elements for which support is requested. Grantee institutions are required, as a condition of these grants, to provide, from non-Federal sources, funds at least equal to the contribution from the Foundation. In fiscal year 1967, grants were awarded for 56 projects.

Institutional grants for science.—This program was initiated in fiscal year 1961. Grants awarded under this program provide support intended to assist higher education institutions receiving research-oriented grants from the Foundation to maintain the strength of their programs of scientific research and education in accordance with priorities established by the institutions themselves. Thus academic institutions are provided with a flexible mechanism to fill some of the gaps and to rectify some of the imbalances which may result from their receipt of Federal research support. The grants are computed by applying a graduated arithmetical formula to the amount of applicable grants received by the institution during the 12-month period from April 1 to March 31. Grant funds may be used at the discretion of the institution for any type of scientific activity; however, funds may not be used for indirect costs. In fiscal year 1967, grants were awarded to 517 colleges and universities.

Departmental science development.—This program was first announced and initiated during fiscal year 1967. Grants under this program are intended to assist in producing significant improvement in the quality of research and science education in single scientific departments or areas of universities which are not yet ready to move into the top rank on a universitywide basis. Evaluation criteria include the presence of existing strength sufficient to serve as a base for substantial improvement in the selected department; of firm backing by the institution for the proposed development, as well as clear intent to sustain the improvement; and, of proposed financial participation by the institution (a program requirement) in the development plan. In fiscal year 1967, grants were awarded to four institutions under this program, each for a 3-year period.

University science development.—The first grants under this program were awarded during fiscal year 1965. Support provided by grants under this program is intended to provide significant financial assistance to a limited number of carefully selected academic institutions that are not yet among the very foremost in science but have substantial present strength and have shown sound planning for future improvement. Grants of relatively large sums of money are required to accelerate improvements of scientific research and educational capability on an institutionwide basis. Financial participation by grantee institutions is expected; therefore, great latitude is permitted as to the specific purposes for which NSF funds may be requested. In fiscal year 1967, grants were awarded to nine institutions under this program.

Legal authorization.—National Science Foundation Act of 1950 (Public Law 507—81st Cong.), as amended.

Obligations, fiscal year 1967.—Operating, \$77 million; administrative, \$0.7 million; total \$78 million.

**D. PROGRAMS OF TECHNICAL ASSISTANCE IN SCIENCE EDUCATION
IN DEVELOPING COUNTRIES**

Purpose.—The purpose of these programs is to utilize the experience of the National Science Foundation staff and the services of U.S. scientists, mathematicians, and science education specialists for the improvement of educational institutions and development of human resources essential for economic growth in some of the less developed areas of the world.

History and description.—The programs of technical assistance in science education in these developing countries result from joint planning and agreement among responsible officials of the host country, the NSF and the AID. Financial resources are provided by AID from foreign assistance appropriations and from local resources; the Foundation is responsible for staffing and administering the program. NSF began working with AID late in fiscal year 1962. Specific projects in Central and South America were funded in fiscal year 1963; the program was extended to India and to a very limited extent to other regions of the world in fiscal year 1967. After a transfer of funds from AID to NSF, the Foundation uses its normal personnel, grants, and contracts procedures to accomplish the program tasks. In the Latin American region 21 grants have been awarded since 1963. Of these only five will be active beyond fiscal year 1968. Four additional grants were awarded in fiscal year 1967 for studies and technical assistance without respect to geographical areas of the world. In the case of the program in India, the Foundation has elected to manage its participation by direct hire procedures. A total of 15 NSF staff members have been assigned to the project headquarters in New Delhi, India; their services are augmented as required by short-term and long-term consultants.

Legal authorization.—The Foreign Assistance Act of 1961 (Public Law 195, 87th Cong.).

Obligation.—Latin American programs: Fiscal year 1962-67, operating, \$1,774,000; administrative, \$382,500. Worldwide Programs: Fiscal year 1967, operating \$75,000; no appropriation by AID for NSF for administrative costs. Indian programs: Fiscal year 1967, operating and administrative costs, \$746,400, plus approximately 560,000 dollar equivalents in rupees.

E. PROGRAMS OF THE RESEARCH DIVISIONS (GRANTS)

Purpose.—The purpose of these grants is to "strengthen basic research, including independent research by individuals * * *," the fundamental aim of basic research being the discovery of new knowledge.

History and description.—The support of basic research by the Foundation was initiated in fiscal year 1952. This support is furnished largely through grants for individual investigators in the colleges and universities. The following list indicates the distribution of the 3,976 research grants and contracts awarded in fiscal year 1967: division of biological and medical sciences—1,372; division of mathematical and physical sciences—1,229; division of engineering—515; division of social sciences—454; division of environmental sciences—403; and international science activities—3. Growth in these programs can be seen by comparison with grant awards in fiscal year 1952, the first

year of operation of these programs. A total of 97 basic research grants were awarded with 68 grants in the biological and medical sciences (which included social sciences at that time) and 29 grants in the mathematical, physical, and engineering sciences (which included environmental sciences).

Although the primary purpose of the Foundation's programs for the support of basic research is the discovery of new knowledge, a collateral result is the support of a considerable number of graduate students in science, mathematics, and engineering as research assistants.

Legal authorization.—The National Science Foundation Act of 1950 (Public Law 507, 81st Cong.).

Obligations, fiscal year 1967.—Operating, \$170 million; administrative, \$3 million; total, \$173 million.

CHAPTER 18. PROGRAMS OF THE VETERANS' ADMINISTRATION

A. INTRODUCTION AND SUMMARY

The Veterans' Administration (VA) administers three large educational programs for veterans and their surviving children. Additionally, some education and training is provided for selected employees of the Veterans' Administration.

The vocational rehabilitation program has provided educational assistance needed by service-disabled veterans of World War II, the Korean conflict, the period between World War II and the Korean conflict, and the post-Korean conflict period, in preparing for, finding, and holding suitable employment. During the fiscal year 1948 the peak number of World War II disabled veterans in training was 256,000. The number of disabled Korean trainees reached a peak of 18,000 in April 1956.

All vocational readjustment assistance for World War II and Korean-conflict veterans ended on January 31, 1965. A total of 7,800,000 World War II veterans and 2,391,000 Korean conflict veterans received training under that program.

The Veterans' Readjustment Benefits Act of 1966 provides readjustment education assistance for veterans of the post-Korean-conflict period. Prior to October 1, 1967, enrollments under this law were limited to school courses. By the end of the fiscal year 1967, 469,600 post-Korean-conflict veterans and servicemen had entered training. The Veterans' Readjustment Benefits Act was broadened by Public Law 90-77 to provide on-job, farm-cooperative, and vocational-flight training.

The war orphans educational assistance program has provided educational opportunities for the children of veterans who died or were permanently and totally disabled as the result of a service-incurred disease or injury arising out of active service in the Armed Forces after the beginning of the Spanish-American War, or who died from any cause while a disability so evaluated was in existence. Sons and daughters generally are eligible for this educational assistance after completion of high school, or after they pass the age of compulsory school attendance if they have dropped out of school. Usually, training must be completed by the 26th birthday.

By the end of fiscal year 1967, 109,000 sons and daughters had entered training. Of these 103,600 were enrolled in schools in the United States and 5,400 in the Republic of the Philippines.

These programs are administered from Veterans' Administration regional offices, making use of established educational institutions and industrial establishments to provide the training. Since October 1, 1967, readjustment education programs have been available to post-Korean conflict veterans in institutions of higher learning, schools below the college level, in business establishments or on a farm in com-

bination with school courses. Sons and daughters under the war orphans educational assistance program must train in institutions of higher learning or in vocational schools.

Where a seriously disabled veteran is unable to pursue training in a regular educational institution or business establishment, special arrangements are made to provide the necessary training through a private instructor, in sheltered workshops, or through other special rehabilitation procedures.

Each applicant for vocational rehabilitation or war orphans educational assistance is provided vocational counseling to assist in the selection of an appropriate objective. Following counseling a training plan designed toward attainment of the selected objective is developed. Upon request, applicants for readjustment training are provided vocational counseling.

An education and training allowance is paid to sons and daughters under the war orphans educational assistance program and to readjustment trainees to assist them in meeting subsistence and training expenses. The cost of tuition, fees, books, supplies, and equipment is paid for rehabilitation trainees, and they receive a subsistence allowance while pursuing training and for 2 months after rehabilitation.

General employee training provided by the Veterans' Administration covers all levels—clerical, technical, professional, supervisory, and executive. Emphasis on the latter level was increased by the establishment several years ago of a management development program throughout the Veterans' Administration. Electronic data processing has been a current major field of training.

The Department of Medicine and Surgery provides a training program for medical, professional, technical, and administrative staffs of VA hospitals and outpatient clinics. The activities constituting this educational program are concerned mostly with the higher levels of professional education.

Employee training and development extends to employees in the central office of the Veterans' Administration and to field station employees of the Department of Veterans Benefits.

Before the passage of Public Law 85-507 only the Department of Medicine and Surgery and the Vocational Rehabilitation and Education Service, Department of Veterans Benefits, had statutory authority for outside training. Since the passage of this act the rest of the Veterans' Administration has made wiser use of outside training facilities, ranging from specialty courses in such areas as supply and real estate appraisal to general management subjects.

The administrative obligations for the three programs which provide educational benefits for veterans and their surviving children cannot be separately stated. These programs are serviced by the same personnel that administer veterans' compensation and pension.

Opportunities for training are provided by the Veterans' Administration for all levels of employees—clerical, technical, professional, administrative, and executive. Special planning provides for developing feeder management groups such as management interns and personnel interns, and for developing middle and higher level executive talents. Significant at higher management levels are the national management institutes, regional management institutes, management seminars, and broad planning for management development.

In addition to general training, the VA's Department of Medicine and Surgery supports training for medical, professional, and administrative staff personnel for its hospitals and clinics.

Knowledge about automatic data processing and the VA-designed automated systems is extended by training for all employee levels both in the Department of Data Management and affected program areas elsewhere in the agency. Special institutes are one feature of this training.

The Department of Veterans Benefits has been concerned particularly with keeping its employees abreast of new legislation designed by the Congress to meet the needs of veterans. Extensive activity throughout the country in fiscal year 1967 provided both retraining of its regular employees and training for several hundred new claims examiners (adjudicators) and contact representatives.

The total obligations for direct benefits in fiscal year 1967 were: Vocational rehabilitation, \$19,200,000; readjustment training \$251,600,000; war orphans educational assistance, \$34,400,000.

Total obligations for all educational programs of the Veterans' Administration for the fiscal year 1967 amounted to: Operating, \$305,200,000. Administrative expenses for these programs cannot be separated from the general operating expenses of the Compensation, Pension, and Education Service.

B. VOCATIONAL REHABILITATION AND EDUCATION SERVICE

1. VOCATIONAL REHABILITATION OF DISABLED VETERANS

Purpose.—The purpose of this program is to afford vocational rehabilitation needed by service-disabled veterans of World War II and the Korean conflict to assist them in preparing for, finding, and holding suitable employment.

History and description.—The Vocational Rehabilitation Act, March 24, 1943, provided a program of vocational rehabilitation for disabled veterans of World War II found to be in need of such training. On December 28, 1950, the benefits of the Vocational Rehabilitation Act were extended to veterans disabled during the Korean conflict period.

On October 15, 1962, vocational rehabilitation benefits were further extended to veterans whose disabilities resulted from active duty during the period between World War II and the Korean conflict and the post-Korean-conflict period.

Any veteran of World War II, or the Korean conflict who served in the active military, naval, or air forces; who was discharged under other than dishonorable conditions; who within his basic service period received a service-connected disability for which compensation is payable (or would be but for receipt of retirement pay); and who is in need of vocational rehabilitation in order to overcome the handicap of such disability, is eligible for these vocational rehabilitation benefits. The basic service period for World War II veterans is September 16, 1940, to July 25, 1947, and for Korean veterans it is June 27, 1950, to January 31, 1955.

By the close of the fiscal year 1967, 714,000 World War II and Korean conflict disabled veterans had entered training. The number of disabled World War II veterans in training rose gradually from

the beginning of the program until December 1947, when 256,000 were receiving vocational rehabilitation training. The number of disabled Korean trainees reached a peak of 18,000 in April 1956.

Any veteran whose service-connected disability was incurred during the period between World War II and the Korean conflict or after the Korean conflict must be rated 30 percent disabled, or if less than 30 percent must be found to have a pronounced employment handicap in order to be eligible for vocational rehabilitation training.

Except for a comparatively few seriously disabled, vocational rehabilitation training for World War II veterans ended on July 25, 1965. Under certain conditions the period of eligibility for seriously disabled veterans may be extended up to 10 years. Korean veterans must have completed their training before February 1, 1964, except that the deadline is extended for a relatively few veterans who were unable to initiate and complete training by that date, or who are seriously disabled.

The Veterans' Administration makes use of established educational institutions and industrial establishments to provide training required in connection with vocational rehabilitation. Tuition is paid to educational institutions to cover services rendered. Educational institutions also are reimbursed for books, supplies, and equipment furnished veteran students. Disabled veterans in training on the job receive necessary tools and equipment from the Veterans' Administration.

While pursuing training, and for 2 months after rehabilitation, disabled veterans receive a subsistence allowance. The basic monthly subsistence allowance for a school trainee is \$110 if the veteran has no dependent, \$150 if he has one dependent, or \$175 if he has more than one dependent. Veterans who are less than 50 percent disabled receive an additional \$5 per month for each dependent in excess of two. The basic monthly subsistence allowance for a job trainee is \$95 if the veteran has no dependent, \$125 if he has one dependent, and \$150 if he has more than one dependent. These amounts are payable in addition to the disability compensation received by the veteran. Needy disabled veterans can obtain loans up to a maximum of \$100 upon entrance into training.

Vocational counseling is provided to assist disabled veterans to select suitable employment objectives. Veterans choose a wide variety of employment objectives, the training for which is given through school courses, training on the job, or institutional onfarm training courses. Special restorative courses in speech correction, lip reading, and auditory training are made available when needed. While in training, disabled veterans are periodically visited by a Veterans' Administration vocational rehabilitation specialist from the regional office.

Legal authorization.—Chapter 31, title 38, United States Code.

Obligations, fiscal year 1967, operating and administrative.—Direct benefits (subsistence, tuition, books, supplies, and equipment), \$19,-200,000. The Veterans' Administration has reported that the administrative cost for this program cannot be separated from the administrative costs for the readjustment training and the war orphans educational assistance programs because these three programs are serviced by the same personnel.

2. READJUSTMENT TRAINING FOR POST-KOREAN CONFLICT VETERANS

Purpose.—This program is for the purpose of (1) enhancing and making more attractive, service in the Armed Forces of the United States, (2) extending the benefits of further education to qualified and deserving young persons who might not otherwise be able to afford such education, (3) providing vocational readjustment and restoring lost educational opportunities to those service men and women whose careers have been interrupted or impeded by reason of active duty after January 31, 1955, and (4) aiding such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served their country.

Description.—The Veterans' Readjustment Benefits Act of 1966, effective June 1, 1966, provides readjustment education benefits for veterans who served on active duty for a period of more than 180 consecutive days, any part of which occurred after January 31, 1955, and who were released under conditions other than dishonorable, or who were released from active duty after January 31, 1955, for a service-connected disability, and for servicemen on active duty in the Armed Forces of the United States who served on active duty for at least 2 years and continue on active duty.

Each eligible veteran or serviceman is entitled to educational assistance for a period of 1 month of full-time education or training or the equivalent in part time for each month or fraction of a month of his service on active duty after January 31, 1955, but not to exceed a maximum of 36 months less any period of time spent in the pursuit of education under other laws administered by the Veterans' Administration. High school courses including refresher and deficiency courses may be pursued when required for admission to college or other higher school without charge against the veteran's training time, thus permitting him to conserve his basic entitlement for advanced study.

Generally, eligible persons have 8 years in which to pursue education or training under this law. The period of eligibility for on-job, farm cooperative, or vocational flight training is 8 years from the date of the veteran's last discharge or release from active duty after January 31, 1955, or September 30, 1975, whichever is later. For all other courses eligibility ends 8 years from the date of the veteran's last discharge or release from active duty after January 31, 1955, or May 31, 1974, whichever is the later.

A veteran may pursue an approved course of education or training of his own choice at any educational institution or training establishment which will accept and retain him as a student or trainee. This includes training in institutions of higher learning, schools below the college level, correspondence schools, high schools, and other educational institutions which furnish education at the secondary level or above, apprentice and other training on the job in business establishments, cooperative farm, and flight training. An approved course is one which has been found to meet the approval criteria in the statute for each type of training. The responsibility for approving courses of education and training is vested in the several States. However, the Veterans' Administration is required to remove a veteran from training if it finds that the educational institution is not complying with

the requirements of the law. Also, a veteran must progress satisfactorily in his course in order to continue in training.

If a veteran has entered training in a course of his choice and later decides he wants to change to another course, he may do so. However, a veteran who has changed his course may not make a second change.

Before authorizing the enrollment of a veteran in a course, the Veterans' Administration (VA) must determine whether it leads to a predetermined and identified educational, professional, or vocational objective; whether the institution offering it has been in operation for the requisite number of years and whether in the case of a profit school, no more than 85 percent of its enrollees are having their tuition, fees, and other charges paid by the VA or the institution.

The law prohibits the VA from authorizing a veteran to enroll in an avocational or recreational course or a course offered by an educational institution listed by the Attorney General under section 3 of part III of Executive Order 9835 as amended. Also, veterans may enroll in a course in a foreign country only if the course is offered by a recognized institution of higher learning.

An education and training allowance is paid to veterans pursuing training under this program to assist them in meeting the expenses of tuition, fees, books, supplies, equipment, and subsistence. The monthly education and training allowance for a full-time school course is \$130 if the trainee has no dependent, \$155 if he has one dependent, or \$175 if he has two dependents, with an additional \$10 a month for each dependent in excess of two. For school and farm cooperative courses, the monthly allowance is \$105 if he has no dependent, \$125 if he has one dependent, or \$145 if he has two dependents with an additional \$7 a month for each dependent in excess of two. These amounts are reduced proportionately for $\frac{3}{4}$ - and $\frac{1}{2}$ -time education. Payments for less than $\frac{1}{2}$ time or for persons on active duty are computed at the rate of the school's established charges for tuition and fees or at the rate of \$130 a month for a full-time course, whichever is the lesser. For apprenticeship or other training on the job, the basic allowance is \$80 if the veteran has no dependent, \$90 if he has one dependent, or \$100 if he has two or more dependents. These amounts are scaled downward periodically as the veteran's training progresses and his training wage increases.

Eligible veterans, at their request, may be furnished vocational counseling to help them choose the course they wish to pursue and to help them in making their adjustment to civil life.

Legal authorization.—Readjustment training for post-Korean conflict veterans is provided under chapter 34, title 38, United States Code.

Obligations, fiscal year 1967.—Direct benefits (education and training allowances) totaled \$251,600,000. The cost of salaries and expenses is included in the cost of salaries and expenses reported for the vocational rehabilitation program.

3. WAR ORPHANS' EDUCATIONAL ASSISTANCE

Purpose.—The purpose of this program is to provide educational opportunities for the sons and daughters of veterans who died or who are permanently and totally disabled as the result of a service-incurred disease or injury or who died from any cause while a disability evaluated as such was in existence.

History and description.—The War Orphans' Educational Assistance Act of 1956, Public Law 634, 84th Congress, provides up to 36 months of educational assistance for the child of a veteran who died or was permanently and totally disabled as the result of a service-connected disease or injury incurred after the beginning of the Spanish-American War. War orphans generally are eligible for this educational assistance after completion of high school, or after they pass the age of compulsory school attendance if they have dropped out of school. Usually training must be completed by the 26th birthday.

Educational assistance is provided for war orphans pursuing an approved program of education in institutions of higher learning or in vocational schools below the college level. Special restorative training may be provided for war orphans who otherwise would be unable to pursue a program of education because of a physical or mental disability. Handicapped sons and daughters may be provided this special restorative training or specialized vocational training, as may be needed, between the ages of 14 and 26.

By the end of the fiscal year 1967, 109,000 war orphans had entered training under this program. Of these trainees 80.8 percent entered institutions of higher learning, and the other 19.2 percent enrolled for technical, vocational, or special restorative programs in schools below the college level.

Training under this program may be provided only by educational institutions located in the United States, its territories, the Panama Canal Zone, and the Republic of the Philippines.

Courses offered by educational institutions are approved for this program on the same basis on which courses are approved under the readjustment training program for post-Korean conflict veterans. Established educational institutions are used to provide the training necessary to achieve the objective selected by the son or daughter. While in training, the parent or the guardian, or the student himself, is paid an educational assistance allowance to meet, in part, the expenses of subsistence, tuition, fees, books, supplies, equipment and other educational costs. This allowance is \$130 per month for a full-time program, and \$60 per month for a one-half time program.

Each applicant for educational assistance under this program is provided vocational counseling prior to selection of an educational, professional or vocational objective. The counselor assists the son or daughter and his parent or guardian in choosing an appropriate objective and helps to develop an educational plan for the attainment of the objective selected. Personal adjustment counseling is also available to war orphans to assist them in working out personal problems which are interfering with their educational planning or the pursuit of their program of education.

Legal authorization.—Chapter 35, title 38, United States Code.

Obligations, fiscal year 1967.—Educational assistance allowances amounted to \$34,300,000. Other expenses incident to this program are included in the general operating expenses of the compensation and education service expenditures.

C. DEPARTMENT OF MEDICINE AND SURGERY

1. EMPLOYEE TRAINING

Purpose.—The purpose of this program is to provide educational opportunities for Department of Medicine and Surgery employees in order to increase their knowledge, proficiency, ability, skill, and qualifications in the performance of their present or proposed duties, thus assuring the maintenance of a high quality of medical care to veteran patients.

History and description.—Following World War II the Veterans' Administration Medical Services, as formerly constituted, was abolished and the Department of Medicine and Surgery was established to replace it. Authorization for educational activities was included in the statute setting up the Department of Medicine and Surgery. The educational activities were inaugurated in early 1946—when residency training programs were established in Veterans' Administration hospitals located near medical schools and medical centers. In addition, there was authorized and begun in 1946 the training of physicians, dentists, and nurses by detail to schools of several Government agencies and to civil institutions of learning. This authority was expanded by legislation 4 years later to include full-time professional, technical, and medical administrative employees.

Paralleling the development of this activity was the detail of full-time professional and technical personnel from their own stations to other VA stations which had the facilities and staff for teaching a wide variety of significant subjects.

In 1947 the Department began to establish affiliations or associations with the graduate schools of universities and colleges. This was one for the purpose of providing field experience at VA stations in disciplines which presented critical recruitment problems, such as clinical psychology, social work, and occupational therapy.

In November 1956, a research program with educational activities and goals, the clinical investigator program, was initiated.

The passage of Public Law 85-507 gave additional support to training as conducted by the Department. Public Law 89-785, which went into effect on November 7, 1966, added to the VA's legal authority to engage in the training of health service personnel.

The educational activity of the Department of Medicine and Surgery presently consists of the following:

- (a) Medical and dental residency and internship, providing advanced training in preparation for the practice of a specialty.
- (b) Special medical and paramedical training programs, providing supervised on-the-job training.
- (c) Special medical administrative training programs, designed to improve hospital and clinic administration and management, and to provide a source for recruitment to meet critical employment needs.
- (d) Clinical investigator program, giving exceptionally qualified young clinicians an opportunity on a full-time basis to gain additional research expertise in the area of their particular interest in the broad fields of medicine and surgery.
- (e) Dental training center, providing a reservoir of trained personnel to assume positions of administrative responsibility

that have to be filled because of retirement of chiefs in the dental service or because of normal attrition.

(f) The research associate program, designed principally to prepare a number of physicians for VA clinical investigatorships.

(g) Lecture program presented to hospital and clinic personnel at VA stations.

(h) Physician-in-residence program, woven around mature teachers, drawn from the ranks of the Nation's medical leaders.

(i) Interstation training, detailing VA hospital and clinic staff for periods of training from their parent stations to stations which possess the facilities and staff to give intensive instruction in various medical, paramedical, and administrative specialties.

(j) Educational conferences, of different VA medical, paramedical, and medical administrative specialists.

(k) Extra-VA educational duty, detailing full-time VA hospital and clinic staff of many different classifications to training in institutions of learning outside the Veterans' Administration.

(l) Medical illustration program, conducted in 89 VA hospitals in support of research and training in addition to clinical care.

Legal authorization.—38 U.S.C. 213; 38 U.S.C. 4114(a)(1)(A); 38 U.S.C. 4114(b) Public Law 85-507; Public Law 89-554; Public Law 89-785.

Obligations, fiscal year 1967.—Operating, \$33,137,426; administrative, \$160,000; total \$33,297,426. At least 91 percent of the operating obligations represents salary and stipends earned by VA employees placed in special training, i.e., medical and dental residency and internship programs, special medical and paramedical training programs, special medical administrative training programs, clinical investigator program and the research associate program. Such costs are considered by the Department of Medicine and Surgery to be commensurate with the services rendered to the Veterans' Administration by the individual while in training status.

The figure given for administrative obligations represents only salary costs of the centralized administration of the overall Department of Medicine and Surgery education and training program, in the Office of the Assistant Chief Medical Director for Research and Education.

D. OTHER DEPARTMENTS OF THE VETERANS' ADMINISTRATION

1. EMPLOYEE TRAINING

Purpose.—Employees in each department of the Veterans' Administration are provided with the opportunity to acquire skills and knowledges required (1) to improve performance of current duties, (2) to prepare for future program and staffing needs, and (3) to keep abreast of technological advances and maintain proficiency in their specialties.

History and description.—In consonance with the preceding policy, each field station reviews its training needs periodically, but at least once a year. Local advisory committees and personnel officers assist the manager in meeting his responsibilities for staff training and development. As a result, training meets the needs of all kinds of employees—clerical, technical, professional, administrative, and

executive. The Office of Personnel in the central office provides overall staff guidance for training in the entire Veterans' Administration, and reports directly to the Administrator of Veterans' Affairs. Stimulated from the central office are several noteworthy training activities at the field stations. One is a career development program. Another activity is a series of national management institutes begun and conducted several times each year since 1958. Key field personnel, selected on the basis of demonstrated leadership and growth potential, participate in the institutes. Department staff members in the central office also participate in another top management training program, graduate study conducted on VA premises in collaboration with a local university. Among a variety of interdepartment activities, examples are: (1) An advanced secretarial management conference for high-level secretaries throughout the country, and (2) periodic regional management institutes for middle management at field stations.

The rapid development of automatic data processing systems created an educational challenge for the departments. The Department of Data Management meets the challenge by coordinated use of internal and external resources to provide training, for example: by administering VA's automatic data processing institutes open to the central office staff and being extended to field staffs, and by sponsoring development of individual employees willing to attend either university or manufacturer's training courses.

Largely, in 1967, the Department of Veterans' Benefits concentrated on using its internal resources for training claims examiners (adjudicators).

Legal authorization.—Title 5, United States Code, sections 4101 through 4118.

Obligations, fiscal year 1967.—Operating and administrative.—Budgetary obligations are not specifically identified as training and are met as part of normal operating expenditures. When required, expenditures are primarily for interagency and non-Government training, as inservice training usually does not involve additional costs. The estimated expenditures for employee training in the Department of Veterans' Benefits and the Department of Data Management (excluding those for the Department of Medicine and Surgery) in fiscal year 1967 is \$54,000. This includes tuition, per diem, and related costs of education.

CHAPTER 19. PROGRAMS OF THE ATOMIC ENERGY COMMISSION (AEC)

A. INTRODUCTION AND SUMMARY

The objective of the AEC's training, education, and information program is to broaden the base of nuclear knowledge and technology at home and abroad. Program efforts are directed toward providing assistance to colleges and universities in establishing nuclear curriculums; conducting specialized courses; administration of cooperative programs between universities and AEC laboratories; offering graduate and postdoctoral fellowships in the nuclear energy field, including a traineeship program; operating the Puerto Rico Nuclear Center; providing special assistance to States for training in radiation control; presenting nuclear science demonstrations and exhibits to increase the understanding and application of nuclear developments for the betterment of mankind; providing services to organize and disseminate the results of AEC's growing research and development programs to the scientific and industrial communities; and giving assistance in scientific and technical conferences which provide scientists an opportunity for early evaluation of new theories. Many other programs are offered on an ad hoc basis to meet specialized needs in medicine, nuclear safety, research, and other fields.

To assist both individuals and educational institutions in order to assure an increase in the quantity and quality of scientific and engineering manpower in the nuclear energy fields, the Commission sponsors a variety of activities in the physical and life sciences and engineering. Courses are given at AEC laboratories to provide technical training in the uses of handling of radioactive materials and radiation, including measurement and instrumentation.

Fellowships and traineeships for graduate training and thesis work in nuclear sciences and technologies and engineering are granted to highly qualified graduate students to study at selected universities and perform thesis research at AEC facilities.

A wide range of educational activities is designed to give assistance to schools, faculty, and students. Research appointments in AEC laboratories are made available for college and university faculty members and students for periods ranging from the summer months through a calendar year. Institutes for college and high school faculty are conducted at selected campuses and at AEC laboratories to stimulate the participants to teach the meaning of nuclear energy—its applications, effects, and potential—in the engineering and science curriculums of their institutions. The Commission awards financial grants toward the purchase of laboratory equipment and devices required to strengthen nuclear education and training at institutions which are offering appropriate curriculums. Special assistance is provided for university reactors through support of the costs associated with refueling university reactors. Loans, without charge, are made of special nuclear

materials. Such materials are also provided by cash grants when availability is deemed more appropriate from commercial sources.

In order to exploit the education and training opportunities available throughout the AEC laboratory and contractor complex, the laboratory cooperative program offers students and faculty a wide range of nuclear science training and research activities. Colleges and universities located in the geographic areas of the AEC sites have developed arrangements, directly or through university associations, to offer programs of special interest to students and faculty. Fourteen AEC facilities offer such programs, including summer student trainees, faculty research participation, faculty training workshops, student thesis research assignments, traveling lecturers, telelectures, faculty study groups (professional activities for continuing education), and student study sessions.

AEC operates at the Puerto Rico Nuclear Center a broad program in nuclear education and training in the life and physical sciences and engineering. The program is being conducted and supported through a contract between the AEC and the University of Puerto Rico. Training and research are assisted at Rio Piedras, Mayaguez, and at El Verde and include graduate study in agricultural, biological, medical, and terrestrial sciences in the life science area. Field study is conducted in nuclear science, engineering, and health physics. Classroom and other study is almost exclusively at the graduate level, and particular effort is made to assist thesis research projects of students earning their M.S. or Ph. D. degrees. Emphasis is placed on subjects of special interest to Puerto Ricans and Latin Americans, including research of particular application to the tropical environment.

The Commission provides for the development of nuclear training aids and lends financial assistance to selected conferences, symposia, and seminars designed to enhance the overall nuclear education and training effort.

The AEC supports research projects in the biological and medical sciences through contracts with institutions and agencies in this and other countries. Similar support through arrangements with the major educational institutions in this country is supplied for research in the physical sciences. In both programs, post-doctoral, senior scientists participate with assistance from scientific faculty and graduate students.

The Commission's technical information program communicates nuclear-related information to scientists and engineers, secondary school students, and the general public of the United States and the counterparts of these audiences abroad. The Commission conducts nuclear science demonstrations and exhibits, information services and materials, scientific and technical conferences, in order to promote the free interchange of ideas and criticism essential to scientific and industrial progress, public understanding and the enlargement of mankind's fund of technical knowledge.

Public information services include (1) the reproduction of informational materials designed to keep the news media, business concerns, and business and industrial publications informed about AEC policies and programs; (2) production of motion pictures; (3) securing of stock film footage; and (4) purchase of motion picture prints. Other services include the maintaining of the Commission's motion

picture libraries in the United States and overseas, offering film footage at laboratory cost to private producers and AEC contractors to encourage production of motion pictures on atomic energy, and providing materials for use on educational and commercial television and radio programs.

Through the Commission's contractors, extensive training activities are assisted and conducted for contractor employees and for others as well, including part-time or temporary employment of personnel from the academic community in AEC-owned facilities and work experience training for employees from other industrial organizations.

AEC's own personnel are offered a variety of employee development programs designed to improve employee performance, to help develop personnel to their full potential, and to benefit the Commission through greater efficiency and competence.

Individual research experience in AEC facilities is provided for qualified foreign personnel to advance the peaceful uses of atomic energy and to facilitate the exchange of technological information.

The Commission also assists States and local governments to assume regulatory functions formerly performed by the Commission. As regulatory responsibility is transferred to agreement States, the AEC must be assured of the competence of State and local personnel responsible for administering State radiation control programs. The Commission provides training assistance through 10-week and 3-week health physics courses at Oak Ridge Associated Universities through orientation programs for State health personnel at AEC headquarters in Washington, D.C., and through applied health physics courses offered at locations within the various States. Exhibits are offered to present the story of AEC's radiation control functions and the program whereby States may assume regulatory responsibility by agreement.

As it has done for a number of years, the Commission continues to lend financial support to the education of contractor dependents in areas impacted by AEC contractor personnel.

The data on "costs" given in the following pages represent "accrued costs" rather than obligations in line with the budgetary and accounting system of the AEC.

The total cost of the programs for which cost figures are given in this chapter was \$108,809,369 for the fiscal year 1967. For the reasons stated in the following pages, cost data are not reported for several of the educational programs of the AEC.

B. DIVISION OF NUCLEAR EDUCATION AND TRAINING

1. RADIOSOTOPES TECHNIQUES COURSES

Purpose.—These courses are designed to meet a variety of needs in developing proficiency in the use and application of radioactivity and radioisotopes in a short period of time.

History and description.—In order to meet a growing demand for personnel trained in the utilization and safe handling of radioisotopes, the AEC, in 1948, initiated a basic radioisotopes techniques course at ORINS (now ORAU—Oak Ridge Associated Universities). This course lasted 4 weeks, was presented several times a year, and was open to personnel from educational, industrial, agricultural, and med-

ical fields. As new techniques and materials have become available, the course content has been continually refined and updated. Today curriculums include a 4-week course in research techniques, a 3-week engineering applications course, and specialized courses in such areas as activation analysis, geology, nuclear electronics and medical technology.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$203,248.

2. MEDICAL QUALIFICATIONS COURSES

Purpose.—These courses are designed to teach physicians the techniques employed in the use of radioisotopes in the diagnosis and treatment of disease.

History and description.—Since October 1962 the Special Training Division of the Oak Ridge National Laboratory has offered these courses to physicians wishing to qualify for an AEC license to use radioisotopes. These courses replace a residency training program which had been provided formerly by the Medical Division. The courses are arranged in three sequential sessions of 1 week each: basic, preclinical, and clinical. In addition to classroom study, laboratory work is included which provides demonstrations of custom made and commercially available devices. All enrollees are required to take the basic course first and the additional two 1-week sessions as their schedules permit.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$70,589.

3. TRAINING PROGRAM OF MOBILE ISOTOPES LABORATORY

Purpose.—The training program offered by the mobile laboratory is designed to provide instruction in radioisotopes techniques to small colleges that do not have such facilities available. In addition to expanding the knowledge of radioisotopes techniques, the training is designed to stimulate undergraduates to do graduate work in this field.

History and description.—This program was initiated in 1958 and today there are three mobile units in operation in the United States. Each is scheduled for 2-week period at selected college campuses. A typical course pattern consists of a 90-minute lecture, 5 days a week for 2 weeks, with two laboratory sessions of 2 hours each for each of the 10 days. Participation in the laboratory sessions is limited to 12 or 16 participants per course.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$163,066.

4. SPECIAL FELLOWSHIPS IN NUCLEAR SCIENCE AND ENGINEERING

Purpose.—This program is designed to provide an opportunity for graduate study in the nuclear aspects of science and engineering at the predoctoral level for scientists and engineers holding their baccalaureate degrees.

History and description.—The program began in 1957 and is administered on a nationwide basis by the ORAU (Oak Ridge Associated Universities), under contract with the AEC Oak Ridge office.

Candidates are selected by a fellowship board appointed by ORAU with Division of Nuclear Education and Training approval. The fellowship award includes support to the graduate institution for the educational costs in the form of institutional allowances for each fellow in the amount of \$2,500 in lieu of tuition and fees. Appointments are made on a 12-month basis, and stipends to the fellows are \$2,400 first year, \$2,600 intermediate years, and \$2,800 terminal year. Additional allowances for married fellows include \$500 for each dependent. Limited amounts are allowed for travel. The program includes assistance for graduate study at the master's and doctoral levels in nuclear physics, reactor engineering, radiochemistry, and a variety of electives in related fields.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$1,263,646.

5. AEC POSTDOCTORAL FELLOWSHIPS IN NUCLEAR SCIENCE AND ENGINEERING

Purpose.—The purpose of this postdoctoral program is to provide specialized research training in the nuclear aspects of the physical and life sciences.

History and description.—This program was begun in 1964 and is directed toward those who intend to enter teaching, in expectation that the experience will enable the individual to be a better teacher. It prepares him to design and develop courses based on the latest techniques and technology and to supervise thesis research. These fellowships carry a stipend of \$9,000 per year plus up to \$1,000 for travel and necessary expenses. Awards are made for 1 year, renewable for an additional year.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$264,675.

6. LABORATORY GRADUATE FELLOWSHIPS IN NUCLEAR SCIENCE AND ENGINEERING

Purpose.—This program provides graduate students in nuclear science and engineering an opportunity to perform their thesis research at AEC sites, using facilities which are not available on their home campuses.

History and description.—These fellowships, first started in 1948 at Oak Ridge National Laboratory and later extended to several other AEC laboratories, provide M.S. and Ph. D. candidates with the use of advanced facilities for their thesis research. As a general rule, it is expected that each student will have completed all academic requirements, except the thesis, prior to the award of the fellowship and that the school's facilities are inadequate to meet the student's thesis needs. Support of the student for on-campus study immediately prior to his laboratory research assignment is granted in a limited number of cases for one or two semesters. The fellowship provides annual stipends of \$2,600 for master's degree candidates and \$2,800 for Ph. D. candidates. In addition, \$500 for spouse and each dependent child is allowed. An allowance in lieu of tuition and fees is paid to the institution if the student is on campus. Payment to the university while the student is at the laboratory is limited to required tuition and fees. Limited travel allowances are also made.

Legal authorization.—Atomic Energy Act of 1954, as amended:
Costs, fiscal year 1967.—\$633,058.

7. SPECIAL FELLOWSHIPS IN HEALTH PHYSICS

Purpose.—This program is designed to provide the necessary requirements for the M.S. or Ph. D. degrees and to meet a growing need for health physicists in Government, industry, and higher education.

History and description.—This program began in 1948 and provides for 9 months academic study at the participating university plus 3 months practical training experience at an AEC facility. Second- and third-year extensions are granted to well-qualified fellows. The annual stipends are \$2,400, \$2,600, and \$2,800 for the first, second, and third years, respectively. Living allowances for spouse and dependent children are provided at the rate of \$500 each plus a limited amount of travel funds. Each participating university is paid an institutional allowance for each fellow in the amount of \$2,500 in lieu of tuition and fees. Also, \$200 may be added to the stipend for each year of prior experience in an applied health physics career up to a maximum of 5 years. The curriculum offered at the participating universities and AEC laboratories includes fundamental theory and practical application in radiation physics, biophysics, dosimetry, electronics and instrumentation, the principles of permissible exposure and the interaction of radiation and living systems. Material also required of a practicing health physicist includes an introduction to the legal and public relations problems involved with health protection and radiation hazards.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$522,883.

8. AEC SPECIAL FELLOWSHIPS IN INDUSTRIAL MEDICINE

Purpose.—This program attempts to satisfy the continuing demand for industrial physicians with additional training in the industrial hazards associated with the atomic energy program.

History and description.—This fellowship program was instituted in 1950. While the program is administered by the University of Rochester, training is also available at other institutions which offer approved graduate courses in occupational medicine. Stipends are provided at \$7,500 per year plus \$500 allowances for dependents not to exceed three, plus limited travel expense. The basic curriculum provides for 1 year of university study. Extensions for an additional year are granted in those cases where graduates need to satisfy specialty board requirements. During the fellowship year the university is paid all academic fees required of other students.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$138,229.

9. TRAINEESHIPS IN NUCLEAR SCIENCE AND ENGINEERING

Purpose.—This program supports outstanding students toward advanced degrees in disciplines of interest to the national atomic energy effort. Concurrent with the basic goal of assisting students is the aim of assisting specific institutions to become "centers of nuclear education excellence" throughout the entire United States.

History and description.—In 1965, the AEC instituted the traineeship program in 13 universities. This program developed in recognition of the fact that, under the standard nuclear science and engineering fellowship program, a majority of fellows selected only a few of the many available universities for their study. As a result, many universities with competent nuclear departments were not receiving sufficient graduate students in these departments. This program provides for the universities to make selections of outstanding students. Fellowship tenure is normally 3 years' work toward the masters' or Ph. D. degree. Stipends are provided at graduated levels of \$2,400, \$2,600, and \$2,800, plus supplemental stipends of \$200 per year of experience to a maximum of \$1,000. Dependency allowances of \$500 each are allowed, plus limited travel. Payments to the participating universities are made, in lieu of tuition and fees, of \$2,500 per year per fellow.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$840,898.

10. NUCLEAR TRAINING EQUIPMENT GRANTS

Purpose.—This program is intended to strengthen nuclear education and training at those institutions that are offering qualified curriculums, by helping to provide the specialized laboratory equipment and devices required for nuclear science and engineering courses.

History and description.—In 1956, the then Division of Reactor Development initiated a program of providing financial assistance to colleges and universities to enable them to obtain equipment (including training reactors) necessary for the establishment and conduct of courses related to reactor technology. This program was later modified in 1960 to eliminate grants for construction or purchase of training reactors on the basis that the NSF would conduct this activity. Also, emphasis was shifted from reactor technology to general nuclear education in both engineering schools and colleges of arts and science. In 1957 the Division of Biology and Medicine established its equipment grant program in the life sciences, and in 1958 the Division of Isotopes Development established an isotope technology equipment grant program. These programs were combined into a single program with the establishment of the Division of Nuclear Education and Training in 1962. In fiscal year 1967 the program was placed on a 50-50 matching basis and concentrated largely at the graduate level, on the premise that the National Science Foundation would be the major source of undergraduate equipment.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$498,783.

11. FACULTY TRAINING INSTITUTES

Purpose.—The purpose of this program is to provide opportunity for university, college, and high school faculty members to keep abreast of nuclear technology developments related to their teaching and research responsibilities.

History and description.—The first faculty institutes in nuclear technology were held at Argonne National Laboratory and Brookhaven National Laboratory in 1956 under the joint sponsorship of the AEC Division of Reactor Development and the National Science

Foundation. The next year, NSF withdrew its support, and AEC continued the program, under contract with the American Society for Engineering Education (ASEE). Also, in 1956, the first faculty institute in radiation biology for high school faculty was held under the sponsorship of the Division of Biology and Medicine and NSF. This institute was expanded to include college faculty in 1958. In 1960, the first faculty institute in isotope technology, limited to college faculty, was held under the sponsorship of the Division of Isotopes Development and NSF. AEC administration of these institutes was transferred to the Division of Nuclear Education and Training when established in 1962.

Three main types of institutes are sponsored: (a) summer sessions of 6 to 8 weeks for high school and college teachers, (b) in-service (school year) sessions conducted weekday evenings or Saturdays for high school teachers, and (c) full academic year sessions of 36 weeks for college and high school teachers. In addition to the standard radiobiology sessions the program has been broadened over the past several years to include radiation science courses for chemistry and physics teachers. More in-depth and advanced programs are offered in sequential institutes for participants who have attempted basic institutes. The AEC normally provides support of the direct costs of the host institution and NSF provides faculty stipends and travel, although some institutes are totally supported by the AEC.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$946,604.

12. UNIVERSITY-AEC LABORATORY COOPERATIVE PROGRAM

Purpose.—The purpose of this program is to make available the specialized nuclear facilities and scientific and technical staff of AEC's major contractor installations to the academic community for training and research participation for students and faculty at many levels.

History and description.—The program began in 1946, when the first faculty research participant was placed at the Clinton Laboratory (now Oak Ridge National Laboratory). Subsequently Argonne National Laboratory and later other laboratories were added to the cooperative program. Similarly, programs have been added, abandoned, or adjusted to meet the changing needs of the academic community and the nuclear program. The main subprograms today include (but are not limited to): Faculty research participation, faculty refresher training (PACE—professional activities for continuing education) at Argonne National Laboratory, faculty workshops, summer student trainees program, student honors program, graduate thesis programs, engineering practice school, radiation protection technicians program, student experiments in Argonne's instructional laboratories, faculty-student conferences, Argonne seminars on tape and traveling lectures.

Legal Authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$2,089,870.

13. PROVISION OF NUCLEAR MATERIALS AND SERVICES FOR THE OPERATION OF UNIVERSITY REACTORS

Purpose.—This program provides assistance for the operation of university reactors in order to assure the availability of such facilities

to graduate students in nuclear science and engineering for course requirements and thesis research.

History and description.—This program began informally in 1950, when the Division of Reactor Development provided fuel for the North Carolina State College reactor. In 1953 and 1954, fuel was provided for the Pennsylvania State University reactor and the University of Michigan reactor, respectively. In 1955, the program was formalized and expanded to include the loan of special nuclear material for fuel, loan of heavy water for moderators, and provision of funds for services for the fabrication of fuel or fuel solutions for reprocessing of fuel and for neutron sources. The program for the loan of materials was established by the Division of Reactor Development in 1956 at the same time the equipment grant program was established. It provides for the loan of materials such as natural uranium, Pu and PuBe neutron sources, graphite, heavy water, and enriched uranium, and for funds for services for fabrication of sources and fuel for teaching reactors and graphite machining. All aspects of this program were transferred to the Division of Nuclear Education and Training in 1962.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$389,901.

14. CONTRACT OPERATION OF PUERTO RICO NUCLEAR EDUCATION CENTER (PRNC)

Purpose.—The purpose of this center is to aid in bringing about closer cooperation among Latin American Republics in the peaceful uses of atomic energy, and to assist these countries in developing skills necessary for effective exploitation of nuclear energy.

History and description.—PRNC was established by the AEC in 1957 under the atoms for peace program as a training center. PRNC is operated by the University of Puerto Rico under contract with AEC. The facilities of the Center are located at Mayaguez, adjacent to the campus of the UPR College of Agriculture & Mechanical Arts, at Rio Piedras on the site of the Puerto Rico Medical Center, and at El Verde, site of the terrestrial ecology project. A diversified program in nuclear education and training in the life and physical sciences is being carried out at the several locations. Undergraduate and graduate training and associated research are supported in nuclear science and technology, nuclear engineering, reactor operations, health physics, agricultural sciences, clinical uses of radioisotopes, radiobiology, and radiotherapy and cancer.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$1,126,764.

15. DEVELOPMENT OF TRAINING AIDS

Purpose.—This program attempts to strengthen the overall nuclear education and training program.

History and description.—Development of training aids has been an integral part of the overall development of the AEC training program. This program includes support for the production of training films, lecture slides, viewgraphs, script development and photography of major films on various training aspects relating to nuclear energy. It

includes the preparation of a variety of orientation and training media materials to adequately supplement the overall program. In fiscal year 1967, funds were provided to assist in developing a course in accelerator radiation monitoring and health physics at Lawrence Radiation Laboratory, Berkeley, Calif.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$187,073.

16. AID TO DOMESTIC CONFERENCES, SYMPOSIA, AND SEMINARS

Purpose.—This program lends assistance to education conferences and seminars on specialized subjects relating to nuclear science and engineering and supports participation in educational exhibits, etc.

History and description.—These activities have covered numerous subjects and are offered in response to specific needs in a variety of nuclear education and training areas.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$142,720.

17. TECHNICAL SCHOLARSHIP PROGRAM¹

Purpose.—This program is designed specifically to provide for the support of technicians employed in AEC laboratories to complete academic requirements for their baccalaureate degrees.

History and description.—This was started as a pilot program in 1966 when 10 outstanding technicians, employed by AEC contractors, were provided an opportunity to complete their education at the baccalaureate level. Eligible employees must be able to complete their academic requirements in 2 years or less. Successful candidates receive full salary, fringe benefits, dislocation allowance, tuition, and books.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—Costs are included in contractor costs.

C. DIVISION OF BIOLOGY AND MEDICINE

1. CONTRACTS IN BIOMEDICAL RESEARCH WITH EDUCATIONAL INSTITUTIONS, EXCLUDING FEDERAL CONTRACT RESEARCH CENTERS

Purpose.—The purpose of this program is to assist the development of atomic energy for national security and general welfare, in accordance with statutory directives.

History and description.—The research program in the field of life sciences was started in fiscal year 1948. Since that time the biomedical research effort has been carried out primarily through a number of individual research contracts with educational institutions. This effort grew from approximately 75 contracts totaling \$2 million to about 500 contracts totaling \$30,865,000 in the fiscal year 1967. Support is provided not only through individual research contracts with investigators in university and college laboratories but also in large multidisciplinary laboratories, in many cases constructed by the AEC but operated by the university as a part of its academic structure. In this way, the need of the Government for the unique capabilities available in the

¹This supplements information given under the heading "G. Division of Labor Relations," which appears later in this chapter.

universities is combined with the objective of the university for graduate research training. In many cases the university participates in the cost of research programs.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Cost, fiscal year 1967.—\$30,865,000.

D. DIVISION OF RESEARCH

1. CONTRACTS IN THE PHYSICAL SCIENCES WITH EDUCATIONAL INSTITUTIONS, EXCLUDING FEDERAL CONTRACT RESEARCH CENTERS

Purpose.—The purpose of this program is to carry out the direction of Congress to "insure the continued conduct of research and development activities in the nuclear field, by private or public institutions or persons, and to assist in the acquisition of an ever-expanding fund of theoretical and practical knowledge in such fields."

History and description.—Since the start of the program in 1949 with costs for approximately 54 contracts totaling \$3,344,000 the work expanded by 1967 to some 510 contracts at an annual level of about \$56 million. The research projects of the Division of Research fall within the following areas of interest: chemistry, metallurgy, ceramics, solid state physics, nuclear structure physics, atomic physics, elementary particle physics, plasma physics as related to controlled thermonuclear processes, and mathematics and computer research. Contracts frequently include provision for the purchase or fabrication of specialized equipment needed for the research project. Contracts generally are cost-sharing in nature, although this is not a prerequisite for AEC support.

When the amount provided by AEC is added to the funds of the universities, the effectiveness of the universities' programs, as well as the basic research effort of the AEC's program, is increased. The AEC receives the services, in basic research activities fundamental to the AEC's future capabilities, of highly qualified scientists who prefer the academic freedom provided at universities. This program indirectly provides for the training of undergraduate and graduate students in scientific fields relevant to the AEC's program.

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$55,804,000.

E. DIVISION OF TECHNICAL INFORMATION

1. DISTRIBUTION OF EDUCATIONAL LITERATURE

Purpose.—The purpose of this activity is to respond to the increasingly large number of requests for information on all phases of atomic energy, in order to stimulate the interest of young people in scientific careers and to raise the general level of scientific literacy of the U.S. public.

History and description.—Distribution of educational literature has been performed by AEC since 1948. Most of the literature transmitted consists of reprints of articles, mimeographed material, literature prepared by private industry, and publications and pamphlets of other Government agencies. To meet the specific needs of secondary school students, preparation of a series of booklets, "Understanding the

"Atom," was begun in 1964. These are used to respond to requests for information on scientific topics in the general field of nuclear energy.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—Most of these materials are furnished to AEC free of charge, so that the only costs are the nominal ones involved in transmittal. Contract costs for writing "Understanding the Atom" booklets amount to about \$5,000 per year.

2. TECHNICAL BOOKS AND MONOGRAPHS

Purpose.—The purpose of this program is to provide for industry and the scientific community specialized reference works reflecting advance in nuclear science and technology.

History and description.—To meet the needs of scientists, engineers, teachers, and students, AEC has sponsored the writing of nuclear energy text and reference books and monographs and published the proceedings of outstanding conferences and symposia. The series began in 1947 when the need was recognized for a comprehensive technical record of the U.S. Government's early atomic energy programs. Since then, AEC has published about 75 technical books and monographs. Currently, AEC contracts for approximately nine new titles each year.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—AEC contracted for specialized reference work in the amount of approximately \$248,000.

3. TECHNICAL PROGRESS REVIEWS

Purpose.—The purpose of these reviews is to provide engineers, scientists, technicians and administrators with concise summaries of important developments in the nuclear field.

History and description.—Following revision of the Atomic Energy Act in 1954, the emphasis in atomic energy focused increasingly on peaceful uses. This required a program for the dissemination of unclassified scientific and technical information and in 1957, the Atomic Energy Commission initiated the technical progress review series of journals. "Nuclear Safety" is published bimonthly, while "Isotopes and Radiation Technology," "Reactor Materials," and "Reactor and Fuel-Processing Technology" are published quarterly. The four journals, prepared under contract with major laboratories in the nuclear field, digest and evaluate significant developments in nuclear technology.

The reviews are sold to the general public by the Superintendent of Documents, U.S. Government Printing Office.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$298,378 for contracts.

4. TECHNOLOGY UTILIZATION

Purpose.—The purpose of AEC's technology utilization program is to facilitate the adoption by private and public industrial enterprises of technological innovations developed in the course of AEC-sponsored research and development.

History and description.—The AEC has always sought to encourage the use by industry, both nuclear and nonnuclear, of the results of its research and development. Since 1964, Offices of Industrial Cooperation have been in operation at Oak Ridge and Argonne National Laboratories, promoting individual laboratory-industry contacts and sponsoring briefings and conferences.

Since 1966 AEC and the National Aeronautics and Space Administration have jointly issued "AEC-NASA Tech Briefs," a series of business-oriented summaries of selected nonnuclear devices, processes and techniques developed at Argonne National Laboratory.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$109,387 for operation of Offices of Industrial Cooperation. When AEC consultants, facilities, materials, and services are used for private work, it is on a cost-reimbursable basis.

5. INFORMATION AND DATA ANALYSIS CENTERS

Purpose.—The purpose of these centers is to provide for scientists and engineers publications such as state-of-the-art reviews and data compilations which bring together, summarize and critically evaluate large quantities of information from scattered sources.

History and description.—Operation of specialized information and data centers began on a small scale in 1948. In recent years the rapidly increasing volume of nuclear research and literature has substantially increased the need for synthesis and summarization of information by carefully defined subject areas. In 1967, 25 centers were in operation, covering fields such as atomic and molecular processes, nuclear desalination, nuclear safety information, etc.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—Estimated at \$2,800,000.

6. DEPOSITORY LIBRARIES

Purpose.—The purpose of these libraries is to provide a means of making available to the scientific and technical community in the United States and abroad information concerning the results of nuclear research and development.

History and description.—The first depository libraries were established in 1950, when copies of approximately 3,500 AEC reports were sent to 31 libraries. By 1967 the number of collections had grown to 177 in the United States and overseas. Each library contains copies of AEC technical reports. Domestic libraries contain in addition foreign reports included in Nuclear Science Abstracts. A typical domestic document collection comprises more than 90,000 titles.

Legal authorization.—The Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—Approximately \$135,000 for materials and services provided the depository libraries.

7. SCIENTIFIC CONFERENCES

Purpose.—These conferences give workers in various scientific fields the opportunity to meet with their colleagues to present and receive fresh information about current work and to discuss this work critically on the basis of common experience and knowledge.

History and description.—Especially since passage of the Atomic Energy Act of 1954, which resulted in widespread declassification of information about nuclear energy and its applications, the AEC has supported selected scientific conferences and symposia organized by U.S. educational and other professional groups on subjects related to its program interests. Since the establishment of the International Atomic Energy Agency in 1958, the AEC has also organized U.S. participation in conferences and symposia conducted by that United Nations affiliate.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$111,401, for the support of selected scientific conferences.

8. DOMESTIC NUCLEAR SCIENCE PRESENTATIONS—SECONDARY SCHOOL LECTURE DEMONSTRATIONS

Purpose.—“This Atomic World” traveling lecture-demonstration units are an important part of AEC’s programs to inform secondary school students about the field of nuclear energy and to stimulate their interest in scientific careers.

History and description.—The demonstration units for secondary-school students were started in 1955 and now reach over one and one-half million students and their teachers in about 1,700 schools each year. In this program, trained teacher-demonstrators make a 45-minute presentation to the entire student body and then deliver more specialized lecture-demonstrations to selected science classes. In fiscal year 1967 an experimental cooperative venture was begun, in which one traveling unit was operated by a State-funded university. This co-sponsorship has led to plans for similar arrangements with several other States.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$379,710.

9. DOMESTIC NUCLEAR SCIENCE PRESENTATIONS—OTHER DOMESTIC EXHIBITS

Purpose.—The domestic exhibits programs are designed to increase the public’s interest in, and understanding and acceptance of, the beneficial applications of atomic energy.

History and description.—Since 1956 AEC has sponsored traveling exhibits to educate the general public about nuclear energy. Some exhibits, such as the “Life Science Radiation Laboratory,” are designed for extended showings in museums and halls of science. Other smaller presentations are used at fairs, expositions, and for meetings of professional and civic organizations. The Oak Ridge Museum of Atomic Energy has been in operation since the general public was first given access to the Oak Ridge Community in 1949. In addition, the AEC has had an exhibit at the Chicago Museum of Science and Technology. At the New York World’s Fair in 1964–65, two AEC exhibits, “Atomsville, U.S.A.” and “Radiation and Man” were seen by numerous people. Since 1965, AEC has been cooperating with New York City in the planning and design of an addition to the Hall of Science at the site of the World’s Fair which is intended for use as a combination

education, research, and exhibit facility devoted largely to nuclear subjects.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$433,358.

10. AEC OVERSEAS NUCLEAR SCIENCE PRESENTATIONS

Purpose.—The purposes of these overseas presentations are (1) to acquaint government leaders, scientists, the educational community, and the general public in the countries visited with the achievements of the United States in the peaceful uses of atomic energy and with this country's willingness to share its knowledge for the benefit of people everywhere; (2) to stimulate the programs for peaceful uses of atomic energy in these other countries; and (3) to stimulate the acceptance of American nuclear equipment.

History and description.—This activity is an outgrowth of the U.S. "Atoms for Peace" program instituted after President Eisenhower's December 1952 address to the United Nations Assembly. Forerunners of the current nuclear science demonstration centers were the large AEC exhibits held in 1955 and 1958 in connection with the Geneva conferences on peaceful uses of the atom. Since that time, through calendar 1967, presentations have been held in 29 major cities in Africa, Asia, Europe, and Latin America. Total public attendance at these showings is almost 7 million. Currently, two units are employed, one for Latin America and one for Europe and Asia. The current schedule involves two showings a year for each unit. In response to invitations to participate in large expositions abroad, AEC also employs specialized topical exhibits to demonstrate U.S. accomplishments in various areas of technology.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$1,159,280.

F. DIVISION OF PUBLIC INFORMATION

1. AEC MOTION PICTURE LIBRARY PROGRAM

Purpose.—The purpose of this program is to provide in audiovisual form the latest information on all aspects of the national atomic energy to the following audiences at home and abroad: secondary schools, colleges, universities, and other advanced educational organizations, industry, research organizations, Government units, scientific and technical societies, civic and social organizations.

History and description.—The film library program was established in January 1948 with six libraries having six films each. The number of libraries and the number of prints have grown steadily. The overseas libraries were established in the fall of 1958.

Each domestic film library has approximately 180 popular-level films and 150 technical film subjects. The Washington, D.C., library has an additional 30 technical films. The nine overseas libraries and depositories have about 150 films. The films are made available for loan without charge.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$105,000.

2. THE AEC STILL PICTURE LIBRARY PROGRAM

Purpose.—The purpose of this program is to provide captioned still pictures of the activities of the national atomic energy program, primarily the peacetime uses, to book publishers, secondary schools, colleges and universities, industry, the national press, magazines, other Government agencies, etc.; to make special selections of pictures for users (to illustrate articles, courses of study, etc.); to advise where other still pictures may be obtained on various subjects from AEC field offices and contractors nationwide; to clear and select the best stills from among the pictures provided by the field offices.

History and description.—The still picture library in Washington contains about 8,000 separate pictures in black and white and about 600 color transparencies. The black-and-white pictures are provided to bona fide users without charge. Color transparencies are loaned to users. The library began in 1947 with about 50 prints, and has been growing steadily. A branch still picture library was established at the Commission's New York Operations Office in 1954. The New York library shows samples to requesters and arranges for the Washington library to fill the requests.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$15,500.

3. AEC STOCK FILM FOOTAGE PROGRAM

Purpose.—The purpose of this program is to encourage the production of films on atomic energy by organizations in and out of the Government through: (a) provision of stock film footage at cost; (b) analyzing motion picture plans, treatments, and scripts; (c) clearing the way for producers to get information, meet technical personnel, visit or shoot footage at Commission installations; and (d) advising on the existences of stock material held by non-AEC organizations.

Description.—120,000 feet of black-and-white stock footage is on file at the Army Pictorial Center in Long Island City where it is available for examination and purchase by all authorized personnel. In addition, producers have available to them selected footage from the completed color motion pictures of the Commission and its contractors.

As a result of this program hundreds of productions have been made, based on AEC stock film footage which is sold at cost without financial return to the Commission.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$7,000.

G. DIVISION OF LABOR RELATIONS

1. TRAINING ACTIVITIES CONDUCTED IN CONTRACTOR FACILITIES

Purpose.—This program is designed to stimulate interest in the atomic energy development, to increase the Nation's supply of trained personnel in this field, and to enhance research in universities and elsewhere.

History and description.—These activities are conducted by AEC contractors to provide training to persons other than contractor em-

ployees. The activities vary in nomenclature among contractors but are of two main types.

The greater impact on the academic community is made by temporary and part-time use of students and faculty at AEC laboratories and other facilities through the following activities: cooperative education participation, research and engineering participation, guest appointments for scientists and engineers, and summer technical employment of students and faculty.

The second type of education provided by AEC contractors is work experience training, which allows employees, sponsored primarily by industrial organizations, to participate in training to meet the demonstrated needs of their sponsor when such training is determined to be in the best interest of overall atomic energy development.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—Costs are generally charged to the AEC as an integral part of the contractor's program.

2. TRAINING ACTIVITIES CONDUCTED FOR CONTRACTOR EMPLOYEES¹

Purpose.—These activities are designed to develop and maintain an efficient and competent work force for the contract work.

History and description.—Contractors provide a variety of training programs as determined to be necessary for the accomplishment of the mission of the contractor. These include: (1) Employees in attendance at college-level courses and research assignments which are closely related to the employee's work assignment; (2) tuition assistance plans; (3) orientation, supervisory, management development, skill development, and similar programs; (4) cooperative education plans under which undergraduates rotate between employment and study under long-term plans; (5) the youth opportunity program and all similar programs including programs under the Manpower Development Training Act, et cetera; (6) apprenticeship programs.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—Costs are charged to the AEC as an integral part of the contractor's program.

H. DIVISION OF REACTOR DEVELOPMENT AND TECHNOLOGY

1. CONTRACTS IN REACTOR RESEARCH AND DEVELOPMENT WITH EDUCATIONAL INSTITUTIONS, EXCLUDING FEDERAL CONTRACT RESEARCH CENTERS

Purpose.—The purpose of this program is to advance nuclear reactor technology and achieve specific objectives of reactor development programs by bringing to bear on those programs the best scientific and technical talent available.

History and description.—Since its establishment in 1949, the reactor development program has looked to universities for a part of the research and development work necessary in its activities. The reactor development fields in which universities are rendering research assistance include primarily the following: Reactor physics, fuels, materials, components, and nuclear safety. Research projects in fiscal year 1967 were carried out at 14 universities in 11 States.

¹ This supplements information given earlier in this chapter under the heading "B. Division of Nuclear Education and Training."

Legal authorization.—Atomic Energy Act of 1954, as amended.
Costs, fiscal year 1967.—\$1,878,000.

I. DIVISION OF PERSONNEL

1. INDUCTION AND INSERVICE TRAINING FOR ALL AEC PERSONNEL

Purpose.—The purpose of this program is to improve the competence of employees having supervisory, executive, and administrative duties; to increase the proficiency of technical and professional employees in the performance of those phases of their work that are not administrative and supervisory; to further develop the skill of sub-professional and clerical employees; and to orient all beginning employees to their specific jobs and to the Commission's activities and organization as a whole.

History and description.—A policy for employee development and training has been in effect in the Atomic Energy Commission since 1948. Under this policy employees are provided with opportunity to improve their knowledge, skills, or attitudes to enable them to perform the tasks assigned to them in the best known ways and to prepare them for advancement. This includes programs for orientation and induction before assignment of work, training on the job, upgrading and understudy programs, and training in supervision and management practices. In addition to specific courses, special development programs are conducted which may include one or more courses as well as on-the-job training assignments.

Legal authorization.—Public Law 85-507, the Government Employees Training Act, as amended (5 U.S.C. 4101).

Costs, fiscal year 1967.—Costs are reported not separately identified from program funds.

2. NON-AEC GOVERNMENT FACILITY TRAINING

Purpose.—The purpose of this program is to provide for specialized training and to permit interchange of information between personnel of the AEC and other agencies and industry in specialized areas relating to job assignments.

History and description.—The Commission has utilized special training courses of other Government agencies when appropriate. Such courses range from less than 40 hours' duration to as much as a full year of comprehensive training. In addition, appropriate outside training facilities are utilized in lieu of maintaining a large in-house capability.

Legal authorization.—Public Law 85-507, the Government Employees Training Act, as amended (5 U.S.C. 4101).

Costs, fiscal year 1967.—\$67,019.

3. NON-GOVERNMENT-FACILITY TRAINING

Purpose.—The purpose of this program is to provide required training not reasonably available within the AEC or other Government agencies.

History and description.—Under a section of the Atomic Energy Act of 1954 the Atomic Energy Commission was permitted, within

specified limitations, to allow its employees to take advantage of courses being offered outside the AEC. This authority was superseded by Public Law 85-507 of July 1958 which gave broader authority to the AEC and all other Government agencies. This training is predominantly in the areas of professional development, management skills developments, communications skills, and technical specializations.

Legal authorization.—Public Law 85-507, the Government Employees Training Act, as amended (5 U.S.C. 4101).

Costs, fiscal year 1967.—\$115,351.

J. DIVISION OF INTERNATIONAL AFFAIRS

1. INDIVIDUAL TRAINING PROGRAM

Purpose.—The purpose of this program is to provide individual research assignments at AEC facilities to (1) qualified aliens desiring advanced training in the peaceful applications of atomic energy; and (2) foreign personnel under formal arrangements between the AEC and certain foreign countries and international organizations for the exchange of technological information.

History and description.—Even before the atoms-for-peace program was announced in December 1953, the Commission had arranged for qualified foreign nations to obtain individual, specialized training assignments in AEC installations. Assignments are made primarily to assist in the development of the atomic energy program of the alien's own country.

Legal authorization.—Atomic Energy Act of 1954, Public Law 703, 83d Congress.

Costs, fiscal year 1967.—There were no operating expenses associated specifically with this program.

K. DIVISION OF STATE AND LICENSEE RELATIONS

1. COURSES IN HEALTH PHYSICS AND REGULATORY PRACTICES AND PROCEDURES

Purpose.—These training courses are designed to increase the competence of State and local personnel to enable States to administer regulatory programs under authority assumed from the Commission under section 274 of the Atomic Energy Act.

History and description.—The courses provide technical training in (1) health physics and radiation protection and (2) orientation in the AEC's regulatory practices and procedures.

In 1958 a year's fellowship course in radiation protection was initiated in the schools of public health at the University of Michigan and at Harvard University. In an effort to reduce the time during which students would have to remain away from their work, these courses were replaced with a 10-week course in health physics, which was initiated by Oak Ridge Institute of Nuclear Studies in January 1960 with 20 participants, and which has been given annually thereafter.

In 1962 special university courses were developed covering essentially the same information as provided in the 10-week course at Oak Ridge.

Eleven special university courses have been given to date. In 1964 a 3-week applied health physics course was initiated to supplement the training for graduates of the special university courses or persons having equivalent training. In addition, since 1964 specialized short courses have been given on a State or regional basis to update State personnel on the radiation protection problems associated with new applications of radioisotopes and with new equipment and facilities utilizing these materials.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$100,541.

L. OFFICE OF ECONOMIC IMPACT AND CONVERSION

1. EDUCATION FOR RESIDENTS OF FORMER AEC-OWNED COMMUNITIES

Purpose.—The purpose of this program is to provide financial assistance to communities formerly owned and managed by the AEC.

History and description.—The Atomic Energy Commission, from the time of its inception until dates noted below, provided education at the elementary and high school levels for the Government-owned and operated communities of Oak Ridge, Tenn., Richlands, Wash., and Los Alamos, N. Mex., which had originally been established by the Manhattan Engineer District. The AEC also continued for a period of time all of the arrangements of the Manhattan Engineer District relative to contributing to maintenance and operating expenses of some school districts near the Hanford installation based on emergency conditions created by increased enrollments over prior years. However, the Federal Government has now disposed of all town and related school properties at Richland and Oak Ridge, and all school and most other property at Los Alamos. Richland School facilities were transferred to the Richland School District in December, 1958. Schools at Oak Ridge were turned over to the Oak Ridge municipal government in January 1960. The Las Alamos County Board of Educational Trustees assumed full control of the operation of Los Alamos schools in July 1966.

The AEC is providing financial assistance to the Richland School District in an amount equal to that which it would otherwise receive under provisions of Public Law 874, 81st Congress. At Oak Ridge, the AEC provides financial assistance to the city to supplement the general revenues. At Los Alamos, the AEC makes a direct annual assistance payment to the schools in an amount computed to be necessary to maintain the level of services as compared to comparable systems elsewhere.

Legal authorization.—Atomic Energy Community Act of 1955, Public Law 84-221.

Costs, fiscal year 1967.—Total assistance payments to the Richland School District and the Los Alamos County Board of Educational Trustees were: \$3,744,439.

M. DIVISION OF ISOTOPES DEVELOPMENT**1. CONTRACTS IN ISOTOPES DEVELOPMENT WITH EDUCATIONAL INSTITUTIONS, EXCLUDING FEDERAL CONTRACT RESEARCH CENTERS**

Purpose.—The purpose of this program is to develop and demonstrate applications of radioisotopes and radiation, produce and distribute radioisotopes not available commercially, and advance the technology of isotope production and source development.

History and description.—The program received separate identity in 1958 with the establishment of the Office of Isotopes Development. In fiscal year 1967, approximately 10 percent of the program effort was being conducted in 11 States by 16 contracts with universities. The university contracts usually fall within the areas of food technology, nuclear physics, solid state physics, nuclear engineering, physical chemistry, radiation chemistry, and radiochemistry.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$739,000.

N. DIVISION OF MILITARY APPLICATION**1. WEAPONS PROGRAM AT EDUCATIONAL INSTITUTIONS**

Purpose.—The purpose of this program is to develop information related to the off-continent test readiness program and the underground test program.

History and description.—This program originated with the advent of the limited test ban treaty approved in October 1963, which stipulated in part the requirement to maintain a capability to resume atmospheric testing if so directed and to maintain an aggressive underground weapons test program. The capability to resume atmospheric testing was established January 1, 1965, and is being maintained. The effort being expended is to continue to maintain the "state-of-the-art" and to improve capabilities.

Legal authorization.—Atomic Energy Act of 1954, as amended.

Costs, fiscal year 1967.—\$256,998.

CHAPTER 20. ACTIVITIES OF THE LIBRARY OF CONGRESS

A. INTRODUCTION AND SUMMARY

Because the activities of the Library of Congress make it an educational institution by general nature, all of its activities will be described in this report. The Library is, as its name implies, primarily the *Library of Congress*. In that role, the Library and all its departments serve the Congress, and one department—the Legislative Reference Service—provides services exclusively for the Congress. An act of Congress approved on April 24, 1800, created the Library by appropriating \$5,000 "for the purchase of such books as may be necessary for the Congress * * * and for fitting up a suitable apartment containing them * * *." Through subsequent legislation, its resources have been developed and its services extended, so that the Library today serves not only the Congress but the entire Federal establishment, other libraries, the world of scholarship, and the people of the Nation, directly or indirectly. The principal library of the Government and the most comprehensive Library in the country, it also serves as the national library of the United States.

Because of the size and nature of the collections (probably the largest and most all-inclusive in the world), its global acquisitions programs for itself and other libraries, its responsibility as the cataloging center for the Nation, its bibliographic apparatus and publications, its reference services to individual scholars and to educational institutions, its research and development programs in library technology, and the professional qualifications of its staff, the Library serves both the library world and the research world.

Its contributions in the field of education result from its central purpose of maintaining and making useful a great research library. Aside from the extension of its collections for off-the-premises use through interlibrary loan, through the distribution of cataloging information on cards, in book form, and on magnetic tape, through a wide bibliographic and publications program, and through the sale of photo-duplicates of materials in the collections, the Library has two other informal educational programs that are national in scope. These programs are: (1) procuring, with congressional appropriations, books, magazines, and musical scores in braille or on recordings and tape and distributing them to cooperating regional libraries for loan by free mail to blind and physically handicapped readers, and (2) making available to educational radio stations recordings of concerts and literary programs sponsored through gift and trust funds.

All of the main headings under which funds are appropriated to the Library are listed below. Only when these headings coincide with a specific educational activity, such as the program to provide books for blind and physically handicapped persons, are figures on a specific

educational activity separable from the obligations for the Library's other functions.

Activities of the Library of Congress which are "educational" under dictionary definition include: (1) the general administration and services of the Library proper; (2) the distribution of cataloging information and technical publications; (3) the provision of books for blind and physically handicapped individuals; (4) the provision of the Legislative Reference Service; (5) the administration of the Copyright Office; and (6) the administration of programs financed by gift and trust funds. In addition to activities carried on through funds appropriated, the general administration and services of the Library proper are activities for which funds are transferred to the Library by a variety of Government agencies for bibliographic or research services provided by the Library. Programs financed by gift and trust funds may be carried on under the first three categories listed above.

Total obligations for all activities for the fiscal year 1967 amounted to \$13,528,163, of which \$30,589,839 were from funds appropriated to the Library, \$10,690,375 from funds transferred to the Library by other Government agencies, and \$2,247,949 from gift and trust funds. Operating and administrative obligations are not clearly separable. In two income-producing activities, the Library annually returns funds to the U.S. Treasury. In fiscal 1967, \$5,741,856 from the sale of cataloging and technical information on printed cards or in publications and \$1,770,243 in copyright fees were turned over to the Treasury.

B. GENERAL ADMINISTRATION AND SERVICES OF THE LIBRARY "PROPER"

Purpose.—The purpose of these activities is to obtain, maintain, describe, and provide services related to the collections of the Library.

History and description.—After the holdings of the Library of Congress were destroyed in 1814, when the Capitol burned by invading British troops during the War of 1812, Congress purchased the private library of Thomas Jefferson as a replacement. This library gave a new depth and scope to the collections.

Despite another disastrous fire in the Capitol in 1851, the Library of Congress grew rapidly. Congress made other outstanding purchases for the Library, and in 1865, 1866, and 1867 a series of acts made the Library the depository of copyright publications, of the book collections and future exchange receipts of the Smithsonian Institution, and of public documents received by exchange from other governments. In 1882, the first substantial gift was made to the Library. Many more gifts of materials have followed since. Transfers of materials from other agencies of the U.S. Government have also enriched the collections. In 1925, passage of the Library of Congress Trust Fund Board Act enabled the Library to accept and expend gifts and income from endowments for additions to the collections and for programs contributing to the cultural life of the Nation.

By June 30, 1967, the collections totaled more than 55,457,000 items. Universal in scope, they include more than 14,107,000 books and pamphlets on every subject and in a multitude of languages.

Appropriations made for the general administration and services of the Library proper provide for the staffs and activities of the Librarian of Congress, the Deputy Librarian, and the Assistant Librar-

ian, and of four of the six main departments in which the Library is presently organized. These four departments and their functions, briefly stated, are:

Services of the law library.—The first department to be established as such within the Library of Congress (1832), the law library is the only general legal research library of the Government. It is responsible for the development, custody, and service of a law collection of more than 1,400,000 volumes—probably the largest ever assembled. Service is provided to Congress, particularly through research in foreign law as well as in service on the collections, and to the judiciary, Federal agencies, the bar, and the public. A public reading room is maintained, and trained legal specialists are available for consultation on all categories of the collection.

Activities of the processing department.—Established in 1940, this department exercises the primary responsibility for (1) acquiring books, pamphlets, and all other library materials for the Library of Congress by purchase, by exchange, by transfer from other U.S. Government agencies, by gift and deposit, and pursuant to law (2) cataloging, subject classifying, and otherwise preparing materials for the shelves to assure ready access to the collections; (3) administering a national centralized cataloging program, including a program (supported through funds transferred from the Department of Health, Education, and Welfare under the Higher Education Act of 1965) to acquire and catalog promptly for other research libraries all foreign titles of scholarly value; (4) distributing Library of Congress cataloging information to other libraries; (5) maintaining the Library's card catalogs and current record of serial publications; (6) preparing comprehensive published catalogs, lists, and other technical publications; and (7) acquiring and providing selected American research libraries with current publications issued in a number of foreign countries (through funds appropriated under Public Law 83-480, as amended).

Activities of the reference department.—Created in 1940, the reference department is the major custodial and public service department of the Library for collections in all fields except law. To the Congress, other Government agencies, libraries, and to the general research worker, the department provides reference and research services on the Library's outstanding collections of books, of serial materials, and of maps, manuscripts, music, motion pictures, prints, photographs, recordings, etc. It also prepares for publication a variety of abstracts, bibliographies, indexes, and lists to make the collections more readily accessible to the research community. Through its subject and area specialists, it recommends the acquisition of material to assure the continued excellence and growth of the collections to respond to a myriad of national needs. The reference department administers the national library program for blind and physically handicapped persons. It also plans and administers a variety of special projects and activities supported by funds transferred from other Government agencies, either for those agencies or in cooperation with them, with emphasis on bibliographies or research projects in science and the social sciences. This activity includes a national referral center for science and technology. With gift and trust funds, the department plans and presents for the Library the educational and cultural

programs of music, poetry, and literature, some of which are recorded or filmed and made available to educational stations for delayed broadcasts or telecasts. The department also administers for the Library certain scholarly and educational programs in cooperation with educational institutions.

Activities of the administrative department.—This department, created in 1940, exercises responsibility for (1) the Library's personnel, fiscal, property and supply, buildings, and records management; (2) the protection, security, and care of the premises and their contents; (3) the preservation and custodial treatment of the Library's collections; (4) the development of immediate and long-range plans for a national preservation program for library materials; and (5) the provision of photocopies of materials in the Library's collections for use by Congress, other Government agencies, libraries, and individuals.

Under the Office of the Librarian and the four departments described above, within the foregoing responsibilities of the Library proper, a number of specific activities are listed below because of their particular significance to the advancement of knowledge.

Inservice training programs and cooperative academic activity.—The Library's inservice training programs for staff members have become more formally educational in nature, with defined in-house courses leading to career advancement. The Library has also cooperated in activities administered by schools, in some cases leading to advanced academic degrees.

In its own in-house training—aside from orientation lectures and instructional tours for all new staff members and extended orientation for new professional staff—the Library provides (1) a 6-month intern program once a year for outstanding graduates of library schools, (2) graduate-level courses leading to professional positions in cataloging for staff members, and (3) courses to improve skills and knowledge in clerical and subprofessional duties for staff members.

The Library also has sponsored the enrollment of staff members in courses in both Government or non-Government educational facilities for job-related training.

Beyond its programs for staff training, the Library is undertaking—in a cooperative academic activity planned in 1967—to participate in a formal educational program for doctoral candidates in studies of American thought and culture with emphasis on library collections and research.

To visiting American and foreign librarians, the Library provides extensive orientation, largely informational in nature but accompanied by some informal instruction.

Exchange of publications.—Not only does the Library have a domestic publications exchange program, but international exchange, begun on a small scale in 1837, now encompasses a worldwide network of more than 25,000 exchange agreements with foreign governments and institutions. Some 600,000 publications are received annually under these agreements, and from them the Library selects materials for its own collections and makes the remainder available to libraries of the Federal Government and to other libraries through domestic or international exchange. Materials in excess of these needs are made available for donation to American educational institutions and public bodies.

Public Law 480 acquisitions.—In addition to its own purchases of foreign books for its collections, the Library also carries on a special program to acquire current publications for American research libraries from several countries under the terms of the Agricultural Trade Development and Assistance Act (Public Law 83-480, as amended), which permits the use of U.S.-owned foreign currencies for this purpose. Countries in which such acquisitions were made in fiscal 1967 were India, Pakistan, Nepal, Ceylon, Indonesia, Israel, the United Arab Republic, and Yugoslavia. The total shipments made from Library of Congress offices (staffed by local personnel headed, usually, by one American) in these eight countries from the program's inception in three countries in 1962 through fiscal 1967 brought 7,500,000 publications (in English and in foreign languages) to some 350 American libraries in every State in the Union.

National program for acquisitions and cataloging (NPAC).—The Higher Education Act of 1965 (Public Law 89-239, title II, part C) gave the Librarian of Congress the responsibility for acquiring insofar as possible all currently published foreign publications of value to scholarship and of cataloging them promptly, so that bibliographic information about them could be distributed rapidly to other libraries through printed cards and other means. Called the national program for acquisitions and cataloging in the United States, these activities under title II-C are financed through funds transferred to the Library by the Department of Health, Education, and Welfare.

Since June 1966, operations have been established by the Library in Austria, Brazil, East Africa, England, France, Germany, the Netherlands, Scandinavia, Yugoslavia, Italy and Japan. Arrangements to speed up acquisitions have been made with numerous foreign book-dealers, and in countries which have national bibliographies the Library has arranged to obtain on a rush basis current cataloging information already produced in those countries. Complete sets of the catalog cards produced are being sent to more than 90 American research libraries. These libraries report their current foreign receipts to the Library of Congress, which acquires and catalogs any titles not already obtained.

Preparation and publication of classification schedules.—The Library of Congress has developed its own classification system for the arrangement of book collections by subject, a detailed and comprehensive system designed to meet the needs of a very large research library. It has been adopted by several hundred other libraries in the United States and in foreign countries. The Library publishes schedules (printed schemes) for its system, revises them periodically, and keeps these schedules up to date between revisions through its quarterly, "LC Classification—Additions and Changes." The Library also prepares, on contract, the current editions and abridgments of the widely used Dewey Decimal Classification system, which is kept up to date through the quarterly "Decimal Classification Additions, Notes, and Decisions." The Library of Congress classification symbols for all books cataloged by the Library of Congress are placed on its printed catalog cards for those books; and the decimal classification symbols are placed on all books in English, French, German, Spanish, and Portuguese cataloged by the Library.

Preparation and maintenance of national union catalogs.—Since 1901 the Library of Congress has maintained a central record of the

locations of certain research titles in research libraries in the United States and Canada, called the National Union Catalog. Since 1956, the Library has been publishing the current entries for that catalog in book form in lieu of maintaining card files, so that the content would be available to other libraries. This published catalog, entitled "The National Union Catalog," appears monthly, with quarterly, annual, and quinquennial cumulations. It lists not only books currently cataloged by the Library of Congress but also those cataloged by other libraries, of which about 1,000 are now contributors. One or more library locations for each title are listed in this catalog and its supplement, "Register of Additional Locations," and some 200,000 titles, both American and foreign, are now being listed and located each year. In 1967, the Library began editing the catalog cards for the 10 million pre-1956 titles for the American Library Association, which has awarded a contract for publishing the cards in 610 books in the next decade to a firm assuming all risks and paying the ALA funds to finance the editorial work. The book-catalogs will make the bibliographic information available to libraries and scholars.

In addition to this "National Union Catalog," the Library of Congress also maintains auxiliary union catalogs on cards for materials in Chinese, Japanese, Korean, South Asian, Southeast Asian, Near Eastern, and Hebraic collections.

Research and development activities on computer technology.—Because Library of Congress operations are central to those of many other libraries, the Library has, from its first studies in the 1950's to date, considered steps toward automating library work in terms of its services to other libraries and in terms of a research and development program which could be utilized by other libraries and research institutions. The long-range goals of its program to apply computer technology to library work are (1) to provide scholars and researchers with better, more efficient access to the literature of the world through an automated system; (2) to serve as a focal point in the development of a national library information system offering automated bibliographic services; and (3) to automate other activities of the Library where justified and economically feasible.

Through a grant from the Council on Library Resources, Inc., the Library engaged a team of experts to study in depth the feasibility of automation in research libraries in general and the Library of Congress in particular. Recommendations in the January 1964 report on the 2-year survey were adopted, and the Library undertook an automation program under the general direction of its Information Systems Office, in coordination with the Library's various departments. A major ISO effort is a seven-phase system development program looking toward the automation of the Library's central bibliographic apparatus in the early 1970's; three phases were completed in fiscal 1967. Meanwhile a commonly accepted format for the transmission of information had to be developed if a future national library information network is to be achieved. Accordingly, the Library also launched in fiscal 1967 a pilot project in machine-readable cataloging (MAC). Current cataloging data were distributed on magnetic tapes produced at the Library each week to 16 cooperating libraries, which also experimented with producing various bibliographic tools from the tapes during the pilot test. The MAC format, revised in terms of experience during the

Library's test, is fast becoming a standard for bibliographic information in machine-readable form. The Library also made machine-readable files on magnetic tapes available for sale to libraries wishing to use them in research and training in 1967.

The Library of Congress joined with the National Library of Medicine and the National Agricultural Library late in fiscal 1966 to form a joint task force on automation and other cooperative services, whose members are identifying problems of compatibility among the emerging automated systems of the three libraries. The national serials data program being developed by the three national libraries will collect bibliographic information about serial publications published throughout the world and will make these data available to the research community in machine-readable form.

To provide liaison between the Library of Congress and the Library community generally in regard to automation activities, the Library's Information Systems Office is operating an information exchange center—the Library of Congress Automation Techniques Exchange (LOCATE). Additionally, the Library is actively participating in efforts of the Federal Library Committee, of which the Librarian of Congress is Chairman, to determine the role of automation in Federal libraries and to coordinate efforts in this field.

Among the Library's own publications produced by automation is a 1,440-page book, "Subject Headings Used in the Dictionary Catalogs of the Library of Congress," the 7th edition of which was produced in fiscal 1967 through computer technology and photocomposing machines in a cooperative venture between the Library and the Government Printing Office.

Reference and bibliographic services.—Reference inquiries which cannot be satisfied in the community, State, or regional libraries, or which can be answered only through the resources of the national library, are answered by the Library of Congress in response to hundreds of thousands of queries annually received by letter, by telephone, or in person.

The Library's reference services, as well as the need to organize information about its collections for the continued improvement of these services, lead to the compilation and frequent publication of bibliographies, booklists, and guides. These publications become available to Government and private institutions and to individual scholars throughout the world, especially in countries where exchange agreements with the United States exist. In special areas where the needs of scholars, libraries, and Government are pressing, the Library has given special attention to developing guides to information resources in Slavic, African, Oriental, European, and Latin American languages (as well as in English) for area studies, or guides to subjects of current interest and to types of material. Continuing bibliographies in the scientific field, produced for other agencies by the Science and Technology Division, are published, and a referral service to resources throughout the country is made available through that division's national referral center for science and technology.

Operation of interlibrary loan.—Most U.S. libraries are linked by a system of interlibrary loan. When a book needed for advance research is not available locally or regionally, the Library of Congress may lend it to the local library, provided the item is not irreplaceable or needed for Government use.

Photoduplication.—Photostats, microfilms, or other photocopies of printed and manuscript materials which are not subject to copyright or other restrictions are sold by mail or in person by the Library's Photoduplication Service, which operates on a revolving fund established through a grant from the Rockefeller Foundation.

Preservation Program.—The Library's longstanding program to preserve for future generation its national treasures of rare books, unique manuscripts of historical, literary, scientific, and musical interest, rare maps and prints, early motion pictures, early photographic collection, and early recordings is paralleled by its program to preserve the contemporary records that are also the currency of library resources for the future. Newspapers which deteriorate quickly, motion pictures on nitrate film, sound recordings, and "brittle books" printed on acidic paper during the last century are among materials being copied annually with appropriated funds. In addition, the unique collections of Presidential manuscripts are being filmed against potential hazards and for sharing with other institutions. In the 1960's the Library joined with the Association of Research Libraries to spearhead a national preservation program to benefit all libraries; and in fiscal 1967, the Library established under this program a pilot project to attack the problems of the "brittle books" which are deteriorating by countless thousands in libraries throughout the country.

Exhibitions.—"Treasures of Early Printing," an exhibition of rare books that features the country's only perfect copy of the Gutenberg Bible on vellum, and selected manuscripts of U.S. Presidents (such as Jefferson's "rough draft" of the Declaration of Independence and Lincoln's first and second drafts of the Gettysburg Address) are among the rotating displays of historic documents. Exhibitions relating to American history, civilization, and culture are drawn from the collections periodically to illustrate special occasions or subjects of current interest. In the series of State exhibits, the Library presents historical materials about an individual State to commemorate an outstanding anniversary, such as the centennial of statehood. A National Exhibition of Prints is shown biennially.

Catalogs are published for some exhibits to spread information about them; the photographic sections of the State exhibits are often lent to State institutions for display; and other exhibits are circulated throughout the country through the Smithsonian Institution's Traveling Exhibition Service. Exhibits are also prepared for showing abroad, at times upon request of the U.S. Information Agency.

Preparation and Issuance of publication.—In addition to the cataloging and bibliographic works described earlier, the Library publishes through gift funds a number of lectures on literary, musical, and historical subjects after their presentation in the Coolidge Auditorium, thus making their content available to teachers and students throughout the country. The Library also produces facsimiles of rare documents in its collections in order to share them with the public, and it reproduces woodcuts and texts from early rare books on greeting cards and note papers. A free, complete listing, "Library of Congress Publications in Print," is issued annually.

International visitors program and conference participation.—Because of its status as the national library of the United States, the Library of Congress receives several thousand foreign visitors (both

groups and individuals) each year and provides especially prepared programs of orientation for them. Members of the Library staff participate in many international organizations on a wide range of subjects—science, music, microreprography, Hispanic culture—but especially in library affairs.

Through its overseas programs, the Library is constantly broadening the scope of indigenous publications being brought to the United States for study and general use.

Legal authorization.—2 U.S.C. 131 et seq.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$14,419,098, from funds appropriated to the Library, of which \$1,447,109 were U.S.-owned foreign currencies appropriated under Public Law 83-480, as amended, for the acquisition of foreign research publications for more than 300 American libraries; \$10,690,375 from funds transferred from other Government agencies; and obligations cited below under G—"Administration of Programs Financed by Gift and Trust Funds."

C. DISTRIBUTION OF CATALOGING INFORMATION AND TECHNICAL PUBLICATIONS

Purpose.—The purpose of this activity is to provide cataloging and bibliographic information produced by the Library of Congress, which is serving as a national cataloging center, to other libraries and the scholarly world.

History and description.—As early as 1896, the Library of Congress and the American Library Association studied the advantages that would accrue to the Nation's libraries by making it possible for them to purchase the Library's printed catalog cards, thus avoiding duplication of much cataloging effort and making the work of the library's experts in cataloging and classification widely available. The card distribution service began in 1901, with 378,000 printed cards sold to 212 subscribers that year. By 1967, more than 75 million cards were sold in a single year, and the number of subscribers rose to 25,000.

In response to technological change the Library made plans in fiscal year 1967 to make current cataloging information available on magnetic tapes through a subscription service to begin in July 1968, also through the Card Division.

Cataloging and bibliographic information is also made available through technical publications sold by the Card Division. The Library's principal catalog in book form is the National Union Catalog, which lists titles by author. Supplementing it is the Library of Congress Catalog: Books—Subject. These are but two among many publications distributed by the Card Division which are of value for research and scholarly investigation.

Legal authorization.—2 U.S.C. 150.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$4,647,440. In fiscal 1967, a total of \$5,741,755 was received from the sale of catalog cards and technical publications and was deposited in the Treasury of the United States. This meant that 124 percent of the appropriation made for this activity in fiscal 1967 was recovered.

D. PROVISION OF BOOKS FOR BLIND AND PHYSICALLY HANDICAPPED PERSONS

Purpose.—The purpose of this activity is to procure books for the blind and physically handicapped persons (books in raised characters, "talking books" on disks and on magnetic tapes, and phonographs on which to play the disks) and to distribute the books and phonographs through cooperating libraries and other agencies.

History and description.—An act of March 3, 1931 (46 Stat. 1487), provided for a national books-for-the-blind program and gave the Library of Congress the responsibility for administering it. Books in raised type, such as braille and moon, were to be procured and distributed. The basic act was amended on March 4, 1933 (47 Stat. 1570), to include recorded books ("talking books") and the phonographs on which to play them. The original act limited service to the adult blind, but this restriction was removed in 1952 (66 Stat. 326). In 1962 the Library was authorized to begin collecting music scores and instructional materials that could be lent to blind persons (Public Law 87-765; 76 Stat. 763). In 1966 Congress extended the provisions of the original act and its amendments to include persons whose physical handicaps prevent them from reading conventional print (Public Law 89-522; 80 Stat. 330).

The Library of Congress procures the reading materials and phonographs for the national program, and new titles are announced in two bimonthly magazines, Talking Book Topics and Braille Book Review, which also contain information about books and library services of special interest to blind and handicapped readers. The books are lent to these readers by 38 cooperating regional libraries, which assume responsibility for their custody and distribution. The Library of Congress maintains the regional library for the District of Columbia and serves as a national resource for materials not available from other regional libraries. The Library also conducts a national program to train volunteer braillists and proofreaders, whose work provides single copies of books to meet special interests beyond titles of general interest. The Library furthermore offers a national reference and referral service on all aspects of blindness and other physical handicaps; and conducts research and development for equipment, materials, and methods.

Legal authority.—2 U.S.C. 135a, 135b.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$4,554,542.

E. PROVISION OF LEGISLATIVE REFERENCE SERVICE

Purpose.—The purpose of the Legislative Reference Service is to provide Members and committees of Congress with research and information concerning public issues.

History and description.—Established administratively in 1914, the Legislative Reference Service in its present form stems from the Legislative Reorganization Act of 1946. One of the six main departments of the Library, the Service answers inquiries from Members and committees of Congress relating to their official business. Its services fall into six general categories: analyses of issues, background reports, and alternative proposals for solutions of national problems; legal re-

search, interpretation of existing or proposed legislation, and surveys of Federal or State legislation on given subjects; consultation with committee staffs in preparation for hearings; the location and provision of specific information, e.g., biographical data, quotations from the press, citations to Federal or State law, and so forth; translations from European and Latin American languages; and the preparation of charts, graphs, and maps for hearings and reports, as well as the publication of the Digest of Public General Bills.

Fields for which top-level research and advisory services were authorized by the Legislative Reorganization Act of 1946 and which are now covered by specialists are international relations, engineering and public works, education, business economics, social security, international affairs related to national defense and security, science and technology, space and transportation technology, price economics, Soviet economics, social welfare, labor, international economics, American public law, conservation, and international affairs related to the Soviet Union. In addition, there are seven subject-matter divisions in the department, including one specializing in education and public welfare, all of which serve the Congress and, through Congress, the people of the United States.

Legal authorization.—2 U.S.C. 166.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$3,003,859.

F. ADMINISTRATION OF THE COPYRIGHT OFFICE

Purpose.—The basic purpose of the Copyright Office is to administer the copyright law of the United States (17 U.S.C. 1 et seq.).

History and description.—The first Federal copyright law (act of May 31, 1790) was enacted pursuant to article I, section 8, of the Constitution of the United States, which provides that Congress shall have the power to "promote the Progress of Science, and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries." The administration of the copyright law was made the responsibility of the Librarian of Congress by an act of Congress in 1870. An act of February 19, 1897, created a separate department—now the Copyright Office—under a Register of Copyrights, appointed by the Librarian of Congress and responsible to him. The present copyright law was enacted in 1909 (35 Stat. 1075). It has been amended in various respects from time to time.

The Copyright Office examines claims to copyright for a wide variety of literary, musical, and artistic works, registers those claims that meet the requirements of the law (nearly a third of a million claims in fiscal year 1967), catalogs all registrations, conducts copyright searches, and furnishes reports of facts of record. It also supplies general information about the copyright law and registration procedures, and it publishes educational material on copyright as well as catalogs of copyright entries.

In addition to administering the copyright system, the Copyright Office does extensive legal research on copyright matters, both domestic and international, and has been actively involved for several years in the current program for general revision of the copyright law. Its studies on the copyright law and other publications are made available through the Government Printing Office.

Legal authorization.—17 U.S.C. 201–215; 2 U.S.C. 131.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$2,325,839. In fiscal year 1967, a total of \$1,770,243 in copyright fees was turned over to the Treasury of the United States.

G. ADMINISTRATION OF PROGRAMS FINANCED BY GIFT AND TRUST FUNDS

Purpose.—These programs are administered to carry out the purposes for which the gift and trust funds were established.

History and description.—An act of Congress approved March 3, 1925 (43 Stat. 1107), as amended, created the Library of Congress Trust Fund Board, a quasi-corporation with perpetual succession and all the usual powers of a trustee, including the power to “invest, reinvest, retain investments” and, specifically, the authority—

to accept, receive, hold and administer such gifts, bequests, or devises of property for the benefit of or in connection with, the Library, its collections, or its services, as may be approved by the Board and by the Joint Committee on the Library.

Income from trust funds and special gifts are used for three main purposes, all of which, directly or indirectly, relate to education; (1) the acquisition of library materials, particularly foreign materials, fine prints, and musical and other manuscripts; (2) the organization of the collections—for example, the preparation of lists of current acquisitions of Soviet and East European materials; and (3) the rendering of reader and reference services, such as the preparation of special bibliographies, the presentation of lectures, drama, poetry readings, and concerts, the production of sound recordings, of folk music and of poetry for sale to the public, and the commissioning of musical compositions.

Legal authorization.—2 U.S.C. 154–163.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, \$2,247,949.

CHAPTER 21. PROGRAMS OF THE SMITHSONIAN INSTITUTION

A. INTRODUCTION AND SUMMARY

The educational activities of the Smithsonian Institution fall generally within the scope of its 122-year-old mandate to perform services for the "increase and diffusion of knowledge among men." Bureaus of the Smithsonian contributing to this service are the Freer Gallery of Art, International Exchange Service, National Collection of Fine Arts, National Gallery (largely self-governing), National Portrait Gallery, Museum of History and Technology, National Air and Space Museum, Museum of Natural History, National Zoological Park, Radiation Biology Laboratory, Astrophysical Observatory (in Cambridge, Mass.), Science Information Exchange, the Tropical Research Institute (in the Canal Zone), and the U.S. National Museum. For the purpose of encouraging and facilitating interdisciplinary communication and research within and outside of the Institution's bureaus and departments, special program offices have been established. The Office of Oceanography and Limnology, the Office of Ecology, and the bureaus referred to above are administered by a Director under the general supervision of the Secretary and the Board of Regents of the Smithsonian Institution.

In addition to their exhibition and information role, each bureau undertakes and supports varying research programs and lends assistance to organizations or private individuals and specialists pursuing related research. In accordance with the provisions of Public Law 85-507, each bureau may recommend professional and nonprofessional staff members for inservice training. During fiscal year 1967, 384 staff members were trained within the Institution's facilities, 62 received training in other Federal agencies, and 95 employees furthered their education at universities.

Within this framework, all activities of the bureaus are directly instructional or contribute to education.

Supplementing the efforts of individual bureaus are special offices and programs. The Office of International Activities extends the Smithsonian's traditional concern for the sciences, arts, and humanities outside the country by establishing cooperative research programs with foreign institutions, arranging for the international exchange of persons for research or training, and administering a program of foreign currency support for American institutions of higher learning for research in archeology and in systematic and environmental biology. Appropriations for this special foreign currency program in fiscal year 1967 were \$2,316,000. Eighteen organizations received grants.

Reflecting both the investigative and informational concerns of the Institution, the Smithsonian Press printed 128 publications, 34 as individual books, the balance as parts of seven continuing serials.

The Office of Academic Programs draws upon the resources of all bureaus to implement and administer specific educational activities. Visiting research awards designed to support postdoctoral scholars and scientists, graduate and undergraduate students, were offered on an internationally competitive basis to 105 recipients during fiscal year 1967, under the authority of the Institution's basic charter "for the increase and diffusion of knowledge among men" and also the act of March 3, 1901, (20 U.S.C. 91). At the postdoctoral level, eight scholars conducted research within the departments and Office of the Museum of Natural History, five were assigned to the Astrophysical Observatory, four to the Museum of History and Technology, one to the Tropical Research Institute, and one to the Radiation Biology Laboratory.

Forty-two graduate students were awarded stipends which permitted them to spend from 2 months to a year conducting research toward the Ph. D. dissertation. Distribution was as follows: 22 within the Museum of Natural History, seven at the Museum of History and Technology, four at the Tropical Research Institute, two at the National Collection of Fine Arts, one at the National Portrait Gallery, and one at the Astrophysical Observatory.

A total of 44 undergraduates received 10-week assistantships enabling them to receive training under the guidance of members of the Institution's scientific or historical research staff during the summer and academic year. Of these, 24 students were assigned to the Museum of Natural History, 10 to the Museum of History and Technology, three to the Radiation Biology Laboratory, three to the National Collection of Fine Arts, two to the National Zoological Park, one to the National Air and Space Museum, and one to the National Portrait Gallery.

In addition cooperative education programs with over 40 universities have been established to make available the resources of the Smithsonian collections, and the knowledge of its scientific and scholarly staff to graduate students from these participating institutions. These programs may have Smithsonian staff members teach on university campuses, may involve giving regular lecture or seminar courses within Smithsonian facilities, and may have graduate students conducting dissertation research under the direction of members of the Institution's staff.

In cooperation with American University and the National Science Foundation, a limited number of summer internships were awarded to outstanding senior high school science students in fiscal year 1967. Additionally, over 500 high school students in the metropolitan area were nominated by faculty committees in their schools to attend a 2-day holiday lecture program, sponsored jointly by the American Association for the Advancement of Science, the Washington Philosophical Society, and the Smithsonian.

During the 1966-67 school year, over 35,000 schoolchildren, from third grade through junior high school, were taken on educational tours of the museums by docents trained by museum instructors of the staff of the Office of Education and Training. The Primary and Secondary Division of the Office collaborated with the District of Columbia public school system in innovative approaches to curriculum development and teacher-training, which included the establishment of resources and learning centers separate from, but operating in conjunction with the school systems.

Total obligations for all programs of the Smithsonian Institution (excluding the special foreign currency program) for the fiscal year 1967 amounted to \$22,523,000 (operating and administrative obligations are not clearly separable).

B. ACTIVITIES OF THE FREER GALLERY OF ART

Purpose.—The objectives of the Freer Gallery of Art were clearly set forth by the founder in his will. He made only two provisions: The gallery was to engage in (a) the study of civilizations of the Far East and (b) the promotion of the highest ideals of beauty.

History and description.—The Freer Gallery of Art was established by a gift from Charles Lang Freer in 1905. The gallery itself was completed in 1923. The collections include some 4,000 Chinese objects, 2,000 Japanese, 3,000 from the Near East and India, and 1,500 works of American art. To serve the research program in the civilizations of the Near and Far East, a specialized library keeps abreast of the most important books related to objects in the collections and to the civilizations that produced them. A chemical laboratory carries on a program of research on the materials and methods of the ancient craftsmen of Asia with the twofold goal of broadening knowledge of the history of technology and of increasing the gallery's ability to protect and preserve the objects in the collection.

In cooperation with the University of Michigan, and the Smithsonian Office of Academic Programs, the gallery awards Freer scholarships and Freer fellowships for graduate studies in Far Eastern civilizations and provides supervision and facilities for graduate studies supported by the American Oriental Society. During the fiscal year 1967 a total of 212,920 people visited the museum. Nearly 3,000 of them came for consultation with staff members, submission of objects for study, studying in the library, and viewing objects in storage. Over 1,000 oriental language inscriptions were translated for outside individuals and institutions.

Legal authorization.—20 U.S.C. 50, 56.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$34,000.

C. THE INTERNATIONAL EXCHANGE SERVICE

Purpose.—The International Exchange Service acts as intermediary between the Federal Government, learned bodies, and scientific and literary societies of the United States and of other countries to facilitate the exchange of their documents and publications.

History and description.—An international exchange service was initiated in 1849 by Joseph Henry, first secretary of the Smithsonian Institution, for the purpose of distributing in foreign countries the first publication of the Smithsonian Institution. The service was later extended to learned bodies, scientific and literary societies for the transmission of their publications and the receipt of foreign publications for distribution in the United States. In 1867, the Institution was charged with the responsibility of transmitting 50 copies of all documents printed by order of Congress, said documents to be exchanged by the Joint Committee on the Library, for similar works published in foreign countries; the latter to be deposited in the Library of Con-

gress. In 1866 a number of the leading nations agreed to set up official agencies to handle the exchange of governmental, scientific, and literary publications.

Through the work of the International Exchange Service, the above responsibilities are being carried out in a substantial way. During the fiscal year 1967, 38 sets of U.S. official publications were assembled for transmission to 62 full depositories in 34 countries. The total number of packages shipped to foreign countries was 1,516,433, weighing 908,021 pounds. Of the publications transmitted from foreign countries to this country, 68,084 packages, weighing 116,851 pounds, were sent through the International Exchange Service.

Legal authorization.—14 Stat. 573; 44 U.S.C. 139a.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$115,000.

D. PROGRAMS OF THE NATIONAL COLLECTION OF FINE ARTS

Purpose.—The purpose of all of the major programs of the National Collection of Fine Arts is to increase the public's knowledge of the scope and quality of American art, to recognize the artists who have developed our heritage, and to preserve and present the vital art of our time.

History and description.—The act of 1846 which established the Smithsonian Institution provided for a gallery of art. It was designated by law as the National Gallery of Art in 1906 and retained the title until 1937, when that title was given to the museum established by Andrew Mellon. At that time, the old National Gallery was renamed the National Collection of Fine Arts, and Congress redefined its purpose: the National Collection was "to foster * * * a growing appreciation of art and to encourage the development of contemporary art * * *."

In 1958, the Old Patent Office Building was assigned to the Smithsonian, with funds to renovate and convert it for occupancy by the National Collection of Fine Arts and the National Portrait Gallery. The National Collection of Fine Arts part of the building was opened to the public in May 1968. Its collections include painting, sculpture, and decorative arts, totaling approximately 10,000 items, which, together with a library containing about 15,000 publications, are open to qualified scholars.

Research at the National Collection of Fine Arts is directed toward promoting the understanding and appreciation of American art by making the works, and information about them, more widely available through such media as exhibitions, catalogs, books, and articles. Related activities range from biographical investigations to critical appraisals. Each office has participated in the museum internship program, in which college students from throughout the country work at the National Collection for from 10 weeks to several semesters to gain firsthand knowledge of museum works. The exhibits office organizes, designs, and presents each year 10 to 12 major exhibits which display the work of a particularly significant artist or period: the exhibitions include paintings, sculpture, and decorative arts, both foreign and American.

Legal authorization.—20 U.S.C. 50, 72; Public Resolution No. 95, 75th Congress, May 17, 1938; Public Law 85-357, March 28, 1958.

Obligations, fiscal year 1967.—\$739,000 total. (Operating and administrative costs not clearly separable).

E. PROGRAMS OF THE NATIONAL GALLERY OF ART

Purpose.—The purpose of these programs is to exhibit and interpret works of art to the general public.

History and description.—The National Gallery of Art was established by a joint resolution of Congress accepting the late Andrew Mellon's gift to the Nation of his art collection and a monumental gallery building. The gallery is charged with the responsibility of assembling and exhibiting a national collection of paintings, sculpture, and the graphic arts, representative of the best in the artistic heritage of America and Europe. Since the gallery was opened on March 17, 1941, additional gifts have made its collection one of the most outstanding in the world.

As a supplement to the exhibition of works of art, the gallery provides lectures, concerts, and conducted tours. Continuous recorded talks in the galleries, reproductions, catalogs, and other publications concerning works of art are made available to the public at reasonable prices. Information leaflets and a guide to the collections are made available without charge. Easels, stools, and modeling stands are provided without charge for students who wish to copy the gallery's masterpieces. The gallery collection of photographs of works of art and the art reference library are available to qualified scholars. Selected portions of the index of American design, a collection of watercolor renderings of the popular arts in the United States from before 1700 until 1900, recording designs of ceramics, furniture, woodcarving, glassware, metalwork, tools, utensils, textiles, and costumes of historical significance, are exhibited throughout the world. An extension service circulates free of charge traveling exhibitions of framed reproductions, slide lectures, films and filmstrips. Through private donations, the gallery also supports a program of fellowships for scholars in residence and for study abroad.

The gallery is visited by approximately 1,500,000 persons annually.

Legal authorization.—Act of March 24, 1937 (50 Stat. 51, 20 U.S.C. 71 et seq.).

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$2,822,000.

F. PROGRAMS OF THE NATIONAL PORTRAIT GALLERY

Purpose.—The purpose of the National Portrait Gallery is to "function as a free museum for the exhibition and study of portraiture and statuary depicting men and women from all walks of life who have made significant contributions to the history, development, and culture of the people of the United States and the artists who created such portraiture and statuary."

History and description.—The National Portrait Gallery was established by the Congress in 1962 and was housed in temporary quarters until the spring of 1967 when it moved into the Fine Arts and Portrait Gallery Building, located at 5th and F Streets NW., Washington, D.C. Among other collections, the gallery has developed an exhibit of fine color photographs of all the current holders of office in the Cabinet,

Supreme Court, Senate and House of Representatives, a group at present numbering over 550. The project will be kept up to date and the portraits of those members of the Government who are replaced will automatically become part of the iconographical archive.

Not just an art museum, the National Portrait Gallery is a study center for those seeking information on distinguished Americans, and the artists who portrayed them. The gallery contemplates (1) a program of acquisition of extensive biographical, archival, and iconographical materials, (2) a skilled and ample staff of librarians and scholars who will engage in their own research as well as assist professional visitors, and (3) publication, the means by which the influence of the gallery will be most widely felt. The program includes maintenance of a biographical and iconographical archive related not only to those persons represented in the exhibition collections but to many more of whom the gallery is not fortunate enough to possess likenesses. Thus the program envisions the Archive's becoming a first-rate resource for scholars in American history and biography.

Legal authorization.—Public Law 87-443, April 27, 1962, 76 Stat. 62 U.S.C. 75 A-75G.

Obligations, fiscal year 1967.—\$610,000 total (operating and administrative expenses not clearly separable).

G. ACTIVITIES OF THE MUSEUM OF HISTORY AND TECHNOLOGY

Purpose.—The objectives of the Museum of History and Technology are to conduct research on, exhibit, and interpret the national collections pertaining to American cultural, civil, and military history, and the history of science and technology.

History and description.—The broad grant of powers delegated to the Smithsonian Institution in 1846 provided for the establishment of the Museum of History and Technology. Relevant collections were scattered throughout the Smithsonian's buildings until January 1964, when the museum was completed and opened to the public. Departments in which all aspects of American history, its relation to world history, and to the past, are studied, are: (1) The Department of American Studies, which was established in 1965 to provide a link between university graduate programs in American history and related studies and the Smithsonian's own resources of personnel, objects, manuscripts, and books. (2) Department of Armed Forces History, which engages in an underwater exploration program concerned with investigation of historic underwater sites in the Western Hemisphere for the purpose of collecting and studying significant artifacts, measuring and photographing the remains of ships, and conducting research on documents and other related materials in the Archives of the United States relevant to underwater exploration. (3) The Department of Arts and Manufactures, which conducts research studies concerned with the products of the various arts as well as the history of the means of producing them. (4) The Department of Civil History, which has programs conducted by six administrative divisions, one of which, for example, has facilities for studying the material culture of the United States. (5) The Department of Science and Technology, whose collections form the basis of exhibitions and publications in such areas as scientific instruments, early automobiles, the origin of chemistry, and bridge building.

Legal authorization.—20 U.S.C. 50.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$1,742,000.

H. ACTIVITIES OF THE NATIONAL AIR AND SPACE MUSEUM

Purpose.—Public Law 79-722 (Aug. 12, 1946) established the National Air Museum as one of the bureaus of the Smithsonian Institution. An Act of Congress, approved by the President on July 9, 1966 (Public Law 89-509, sec. 2), set forth the purpose thus:

Said National Air and Space Museum shall memorialize the national development of aviation and space flight; collect and preserve, and display aeronautical and space flight equipment of historical interest and significance; serve as a repository for scientific equipment and data pertaining to the development of aviation and space flight; and provide educational material for the historical study of aviation and space flight.

History and description.—Smithsonian interest in aeronautics and in collections of related artifacts dates back over 100 years. In 1861, Secretary Joseph Henry recommended to the President the use of balloons during the Civil War. Other interests were expressed from time to time. In 1946, by act of Congress (Public Law 79-722) the National Air Museum was established.

The activities of the National Air and Space Museum contribute to the increase and diffusion of knowledge for public use pertaining to aeronautical and astronautical history and development. Continuing documentary studies and critical examinations of aeronautical and astronautical materials yield advances in knowledge which in turn are diffused through the following media: aerospace exhibits, documented and described; classification and documentation of aerospace materials preserved and maintained for study and future exhibition; maintenance and expansion of an extensive aerospace library; preparation and dissemination of bulletins, reports, drawings, and photographs; cooperation with other Government bureaus associated with aerospace activities; correspondence with historians, inventors, engineers, manufacturers, research workers, teachers and students, relating to aeronautical and astronautical developments and records; lectures; and personal interviews with hundreds of visitors who request information on aerospace subjects each year.

Legal authorization.—Public Law 79-722, approved August 12, 1946; Public Law 85-935, September 6, 1958; Public Law 89-509, July 19, 1966.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$468,000.

I. PROGRAMS OF THE MUSEUM OF NATURAL HISTORY

Purpose.—The objectives of the Museum of Natural History are to conduct research on, exhibit, and interpret the national collections pertaining to the natural sciences, and to furnish information to the international scientific community and the general public.

History and description.—The broad grant of powers delegated to the Smithsonian Institution in 1846 provided for the establishment of the Museum of Natural History, in which activities are conducted by the following Departments and Offices and the disciplines which their

names identify: (1) Office of Anthropology, (2) Department of Botany, (3) Department of Entomology, (4) Department of Invertebrate Zoology, (5) Department of Mineral Sciences, (6) Department of Paleobiology, (7) Department of Vertebrate Zoology, (8) Office of Systematics.

Legal authorization.—20 U.S.C. 50.

Obligations, fiscal year 1967.—Operating and administrative expenses not clearly separable, total \$3,091,000.

J. ACTIVITIES OF THE NATIONAL ZOOLOGICAL PARK

Purpose.—The purpose of this program is to exhibit live animals from all parts of the world, for the advancement of science and for the instruction and recreation of the people.

History and description.—The National Zoological Park was authorized by act of March 2, 1889, and responsibility for its establishment was vested in a commission composed of the Secretary of the Interior, the President of the Board of Commissioners of the District of Columbia, and the Secretary of the Smithsonian Institution. By act of April 30, 1890, the park was placed under the direction of the Regents of the Smithsonian Institution.

The zoo is a physical plant that provides facilities for obtaining information by direct observation of more than 985 different kinds of animals, represented by about 3,200 individuals. In addition to the facilities thus provided for observation of animals, the labels for the exhibits are prepared to give important information regarding the animals. Specialized information developed by members of the staff, or available to them, is supplied to the public in printed material, issued by the Smithsonian Institution, articles in periodicals, newspaper accounts, in letters, personal interviews, and telephone conversations with persons requesting specific information. The annual attendance at the zoo is over 4.9 million.

Legal authorization.—25 Stat. 808; 26 Stat. 78; 31 Stat. 1039.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$2,039,500.

K. RESEARCH PROGRAM OF THE RADIATION BIOLOGY LABORATORY

Purpose.—The objectives of the Radiation Biology Laboratory are to conduct research in three major areas: (1) the mechanisms of photo-regulatory responses to nonionizing and ionizing radiation, (2) the measurements of solar radiation incident upon the earth's surface, and (3) carbon dating measurements.

History and description.—The Laboratory was founded in 1929. Its specialized equipment and facilities have been developed over a long period to give it unique capabilities for undertaking fundamental, interdisciplinary studies in photobiology.

A large portion of the research of the Laboratory has been in both qualitatively determining the mechanisms by which cells rely upon relative intensity and low total energy stimuli to regulate and channel the flow of this potential chemical energy in metabolism, thus directing differentiation and morphogenesis. Findings from this research have contributed to the Smithsonian's ability to increase and

diffuse "knowledge among men," according to its original directive from Congress.

Legal authorization.—Public Law 259 of the 81st Congress, approved August 22, 1949. 20 U.S.C. 53 A. 63 Stat. 623.

Obligations, fiscal year 1967.—\$340,000 total (operating and administrative not clearly separable).

L. PROGRAM OF THE SMITHSONIAN ASTROPHYSICAL OBSERVATORY

Purpose.—The objective of the Smithsonian Astrophysical Observatory is to engage in a dynamic program of astrophysical research with emphasis on what is now called "space science."

History and description.—The Observatory was founded in 1890 to conduct pioneer studies of the relationship between solar and geo-physical phenomena. The Observatory still maintains leadership in furthering scientific understanding of solar effects on the high atmosphere, using analysis of satellite-tracking data as the basis for its investigation.

Theoretical investigations at the Observatory range from cosmology and stellar structure to celestial mechanics and the history of the solar system. Observational data are provided by a worldwide network of Baker-Nunn Schmidt type cameras, by meteor radars and cameras, by instruments in orbiting observatories, and by conventional telescopes. The Observatory has laboratories for analysis of meteorites, for spectral measurements of atoms and molecules, and for the study of problems of exobiology.

Thus the Observatory contributes to the ability of the Smithsonian Institution to perform services for the "increase and diffusion of knowledge among men."

Legal authorization.—The act of August 10, 1846: 20 U.S.C. 41.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$1,696,000.

M. PROGRAM OF THE SCIENCE INFORMATION EXCHANGE

Purpose.—The purpose of the Science Information Exchange is to assist in the planning and management of research activities supported by Government and non-Government agencies and institutions by promoting the exchange of information that concerns subject-matter distribution, level of effort, and other data pertaining to current research in the prepublication stage.

History and description.—The Science Information Exchange (formerly the Bio-Science Information Exchange) was established in 1949 by interagency agreement among the Departments of the Army, Navy, Air Force, the Atomic Energy Commission, the Veterans' Administration, and the Public Health Service. In 1953 the Exchange was put under the aegis of the Smithsonian Institution.

The Science Information Exchange acts as a clearinghouse for information on current scientific research actually in progress. It receives synoptic records of research in progress from all available sources, including Federal agencies, numerous foundations, universities, State and city governments, and industry. The total collection of research records in fiscal year 1967 numbered over 75,000.

The Exchange helps program directors and administrators to avoid unwarranted duplication and to determine the most advantageous

distribution of research funds. It serves the entire community by informing individual investigators about who is currently working on problems in their special fields.

Legal authorization.—20 U.S.C. 41 et seq.

Obligation, fiscal year 1967.—Operating and administrative not clearly separable, total \$2,160,000.

N. ACTIVITIES OF THE SMITHSONIAN TROPICAL RESEARCH INSTITUTE

Purpose.—The purpose of the Smithsonian Tropical Research Institute is to serve as a center for (1) research on all aspects of the ecology and behavior of most terrestrial and fresh-water tropical organisms, and (2) for certain types of studies on tropical climates and geology.

History and description.—The Smithsonian Tropical Research Institute (formerly the Canal Zone Biological Area) maintains Barro Colorado Island in Gatun Lake, near the center of Panama, as a biological preserve. The Institute also uses a small area within the Navy pipeline reservation on the adjacent mainland and has access to the rest of the reservation.

The Institute's research and information program deals with a wide range of disciplines. The Institute maintains a laboratory on Barro Colorado Island with facilities available for use by scientists and students from all over the world.

The research library, which has nearly 5,000 volumes, thoroughly covers mammal and bird behavior. It is frequently used by members of other scientific educational organizations in the Canal Zone and the Republic of Panama.

Facilities are now available for research on marine biology.

Through the work of this Institute, the Smithsonian acquires new knowledge for "diffusion * * * among men."

Legal authorization.—20 U.S.C. 41, 79-79E.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$307,000.

O. PROGRAMS OF THE U.S. NATIONAL MUSEUM

Purpose.—The purposes of these programs are (1) to provide extension services in exhibition and information to neighborhood and satellite museums under the Smithsonian Institution and through the Smithsonian Traveling Exhibition Service; (2) to create and evaluate innovative exhibitions in the Smithsonian Institution and through the Smithsonian Traveling Service; and (3) to analyze and conserve museum objects.

History and description.—The U.S. National Museum, as the first satellite museums under the Smithsonian Institution and through the responsibilities for the development of the Institution's public programs as well as for the advancement of the museum profession.

The U.S. National Museum disseminates to the museum profession its knowledge in the following areas: (1) registration, packing, and shipping of museum objects; (2) research, experimentation, development, planning, design, production, installation, and critical review and evaluation of exhibits; (3) research and development of conservation methods, and analysis and treatment of museum objects;

(4) research into the need for and development of neighborhood museums, extension operations, and satellite museums; and (5) extension of museum exhibition programs across the country by circulation of exhibitions in art, history, photography, and science, to museums, libraries, universities and cultural centers through the Smithsonian Institution Traveling Exhibition Service.

Legal authorization.—20 U.S.C. 50. Public Law 89-674.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$2,671,000.

P. ACTIVITIES OF THE OFFICE OF OCEANOGRAPHY AND LIMNOLOGY

Purpose.—The objectives of the Office of Oceanography and Limnology are (1) to aid Smithsonian staff members in their aquatic research; (2) maintain liaison with oceangoing vessels and scientists to collect biological materials; (3) represent the Institution on various committees and councils concerned with oceanography and limnology; (4) bring the Smithsonian's oceanographic plans and needs in hydrobiology to the attention of scientists and administrators elsewhere; and (5) operate a sorting center for marine biological and geological materials.

History and description.—The Office of Oceanography and Limnology was established in 1966 as a natural outgrowth of the Office of Oceanography which had been formed 4 years earlier. Facilities for marine research include headquarters in the Museum of Natural History, with marine collections and laboratories containing research microscopes, dissecting equipment, and electron probe microanalyzer, X-ray equipment and special processing devices. Additionally, the Office maintains a sorting center, located in the navy yard annex in Washington.

The center has sorted more than 10 million species received from governmental and private sources, and has shipped more than 4 million species to specialists throughout the world for study. It obtains and coordinates station data to provide maximum environmental information along with the specimens which it ships. It also experiments with the preservation, labeling, accessioning, and storage of such specimens. In addition, it trains technicians.

Legal authorization.—20 U.S.C. 50.

Obligations, fiscal year 1967.—Operating and administrative expenses not clearly separable, total \$254,000.

Q. PROGRAMS OF THE OFFICE OF ECOLOGY

Purpose.—The purpose of the Office of Ecology is to administer the study of all levels of biological organization, with emphasis on animal population systems, vegetation, and whole ecosystems.

History and description.—The Office of Ecology was established in 1965 to contribute to theory in population biology and ecosystem science, and to provide information essential to the Federal Government in the evolution of society in the years ahead.

The Office constitutes a focal point for staff participation in the international biology program, in which concern is with the development of an international program in terrestrial conservation. Smith-

sonian contributions are in the area of helping with inventories of the biological components and general descriptions of the ecosystems preserved.

A center for ecosystem biology is being developed on the Chesapeake Bay, for research to include studies of vegetation change, field and laboratory studies of social behavior of mammals, estuarine ecology, and population regulation. Through the use of foreign currency excess funds, the Office is involved with development of programs to study the structure and functions of natural ecosystems in the developing nations.

Legal authorization.—20 U.S.C. 50.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$118,000 (excluding foreign currency support).

CHAPTER 22. PROGRAMS OF THE GENERAL SERVICES ADMINISTRATION

A. INTRODUCTION AND SUMMARY

A major objective of the educational activities of the General Services Administration (GSA) is to develop a more broadly qualified, adaptable work force by providing training and career development opportunities for its professional, technical, and clerical personnel. These educational activities are designed to increase the effectiveness and proficiency of GSA employees in meeting the agency's expanding functional responsibilities and to keep abreast of technological advances.

All of the constituent units of GSA (the services and staff offices) sponsor training programs for their employees. During the fiscal year 1967, approximately 80 percent of the agency's training needs were met through the use of inservice training facilities, 9 percent through the use of the facilities of other Federal agencies, and 11 percent through non-Government facilities, such as colleges, universities, and private training organizations.

The training programs include such subject-matter areas as mathematics, statistics, and the management sciences; physical and applied science and technology; social science and public administration; administrative management; archives and communications; the procurement, management, and disposal of personal and real property; telecommunications and public utilities; and transportation management. In most geographical areas, these programs are scheduled on an "as needed" basis. In the Washington, D.C., area, where the work force is larger, it has been economically feasible, in some subject-matter areas, to organize schools which operate on a more formal and regular basis.

GSA also provides educational services to all branches of the Government and other eligible activities, both domestic and international, for which GSA training programs arising out of, or associated with, functions based on the Federal Property and Administrative Services Act of 1949, 63 Stat. 377, as amended, are in the public interest. The agency seeks to promote more effective and economical procurement and use of Federal property and administrative services by providing training courses designed to augment the skills and adaptability of manpower resources and strengthen the business operations and management of the Government.

Educational activities of GSA which directly affect regular public educational institutions are: (1) The donation of surplus personal property to any State for purposes of education, public health, and civil defense; (2) the transfer of surplus real property to educational institutions; (3) the loan of machine tools and industrial equipment to educational institutions; and (4) the maintenance of the National Archives and Presidential libraries to make the historically significant

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records of the Federal Government and private papers donated by Presidents of the United States and others available to the general public and scholars for the purposes of research and study.

The total definable costs for all of the educational programs of GSA during fiscal year 1967 amounted to approximately \$7,587,600.

B. INSERVICE TRAINING OF AGENCY PERSONNEL

Purpose.—The objectives of the GSA employee training programs are to (1) Improve the present performance of employees by providing training in the skills and knowledges considered to be essential to their official duties; (2) assist employees in adapting to changes in technology, organizational structure, mission, and/or equipment; (3) provide "state of the art" training for scientists, engineers, and other professionals; (4) provide opportunities for young people to grow and advance and to strive to reach their potential; and (5) provide basic training in particular skills and knowledges for which there is no existing source from which to recruit qualified employees.

History and description.—Since the establishment of GSA, various inservice training programs have been made available as required for employees at all levels. In 1956, an overall career development program was initiated.

Within the framework of the career development program, new employees are oriented and training is offered in management skills, supervision, and the professional and technical fields common to GSA. The GSA management intern program introduces high-potential management interns at the junior level, and develops them through intensive training and broad experiences into future managers of GSA. Learning of the mission, functions, interrelations, administration, and policies of GSA is accelerated for interns through a series of rotating assignments which include both service and staff functions at the central office and/or regional office level.

In addition, intensive training programs have been developed through approved training agreements to relieve shortages of professional and technical employees in the fields of data processing, materials and storage management, personal property management, real property management, and transportation management. The training agreements cover periods ranging from 18 to 36 months.

To further develop the skills of nonprofessional and clerical employees, training is provided in the following areas: Office skills, trades and crafts, custodial functions, protective services, emergency and civil defense, and safety.

Legal authorization.—The Government Employees Training Act, Public Law 85-507, July 7, 1958, now codified as sections 4101 through 4118 of title 5 of the United States Code.

Obligations, fiscal year 1967 (estimated).—Operating, \$480,000; administrative, \$34,000; total, \$514,000.

C. TRAINING OF AGENCY PERSONNEL AT INTERAGENCY FACILITIES

Purpose.—The purpose of this training is the same as that given above for inservice training.

History and description.—GSA uses the facilities of other Federal agencies to provide training for its employees when such facilities can

provide training which GSA: (1) is not in a position to provide for itself; (2) cannot provide as economically; (3) cannot match in quality; or (4) cannot furnish in a timely manner through its own facilities. Examples of the types of training provided in this manner are courses in procurement law provided by the Judge Advocate General's School, courses in logistics management offered by the Department of Defense, and training in the various aspects of personnel administration given by the U.S. Civil Service Commission.

Legal authorization.—Sections 4101 through 4118 of title 5 of the United States Code.

Obligations, fiscal year 1967 (estimated).—Operating, \$129,000; administrative, \$3,900; total, \$132,900.

D. TRAINING OF AGENCY PERSONNEL AT NONGOVERNMENTAL FACILITIES

Purpose.—The purpose of this training is the same as that given above for inservice training.

History and description.—Nongovernment training facilities are utilized only when it is determined that there are no facilities within Government which are reasonably available and which can be used feasibly for instructional purposes. Nongovernmental facilities have been used to keep agency employees abreast of advancing technology and managerial practices and to provide a means of developing the skills and abilities of individual employees, chosen on the basis of demonstrated needs. Employees receive training either on the premises of the various schools, colleges, universities, and other organizations providing training, or in GSA facilities by bringing the instructors to the agency. This training is given both during and after official duty hours.

Legal authorization.—Sections 4101 through 4118 of title 5 of the United States Code.

Obligations, fiscal year 1967 (estimated).—Operating, \$142,000; administrative, \$4,700; total, \$146,700.

E. INTERAGENCY TRAINING PROGRAM

Purpose.—The GSA interagency training program is designed to strengthen the operations of Federal Government programs affected by the Federal Property and Administrative Services Act of 1949, as amended, by providing training courses for employees of all branches of the Government and of other eligible activities, both domestic and international, in procurement, personal and real property management, paperwork management, and administrative services.

History and description.—The GSA interagency training program was formalized in 1962 with the establishment of the General Services Administration Institute (GSA Institute). This organizational unit centralized responsibility for GSA's educational efforts in the drive for improved management in the areas of procurement, property management, and records. On June 30, 1966, the GSA Institute was discontinued as an organizational entity and responsibility for the interagency training program was assumed by the several services of GSA (e.g., the Federal Supply Service, Public Buildings Service, etc.) with staff assistance provided by an interagency training coor-

dination staff. Courses in procurement and supply management, public buildings management, transportation management, telecommunications and public utilities, archives and records management, property utilization and disposal, and GSA centralized services (duplicating) are now offered by instructors from GSA's services and staff offices on a nonfee basis.

These courses are being offered at no charge to other agencies in the belief that they are in furtherance of the overall GSA mission, programs and responsibilities in the field of procurement and property management.

In addition, GSA has cooperated for several years with the Agency for International Development (AID), other elements of the Department of State, the U.S. Civil Service Commission, other Federal agencies, and the United Nations and other international organizations in providing study and observation programs for key personnel of other nations. In the case of each visitor, an individual itinerary is developed to place him in contact with key GSA officials in the area(s) in which he is interested. Most trainees spend only a day or two in GSA, but a few undergo work-study programs of several months' duration.

Legal authorization.—Sections 4101 through 4118 of title 5 of the United States Code.

Obligations, fiscal year 1967 (estimated).—Operating, \$54,000; administrative, \$6,500; total, \$60,500.

F. PROTECTION SCHOOL

Purpose.—The purpose of the protection school is to instruct GSA employees and employees of other agencies in the techniques of protecting people and property during normal times and in times of disaster or emergencies.

History and description.—Five courses have been established to provide training in the protection area: Guard training, guard refresher training, firearms familiarization, occupational safety and first aid, and defensive driving.

The guard training course was started in 1930 and expanded in 1937 and 1938. After the public buildings service became a part of GSA in 1949, the guard school started new programs to aid in fulfilling its mission in GSA. The basic guard course is 64 hours in duration. It includes such subjects as arrest procedures, meeting the public, and legal aspects of the guard's job. The guard refresher course is a review of standard procedures and customs, aimed at maintaining maximum guard force capability. The 2-hour firearms familiarization course is mandatory for all guards and focuses on improving their ability to maintain and use their weapons.

The course in occupational safety and first aid was developed in 1963, and is revised periodically to include the latest developments in the subject area. This 40-hour course is given to supervisors who are expected to instruct their subordinates in safety and first aid.

Defensive driving is a 4-hour course designed to assist drivers of Government vehicles in attaining the longest possible tenure of accident-free vehicle operation. It explores the role of the driver, the vehicle, and road conditions, and emphasizes safe vehicle operation.

Legal authorization.—Sections 4101 through 4118 of title 5 of the United States Code.

Obligations, fiscal year 1967 (estimated).—Operating, \$30,900; administrative, \$12,800; total, \$43,700.

G. SKILLED TRADES SCHOOL

Purpose.—The purpose of skilled trades training is to provide organized and supervised shop training and classroom instruction in refrigeration and air conditioning, the national electrical code, and elevator maintenance and repair.

History and description.—The skilled trades school is conducted in the Washington, D.C., regional office of GSA. Refrigeration and air-conditioning training was begun in 1958 as a 3-week course, but has been expanded to a 4-week course. The course is designed for operating engineers and refrigeration and air-conditioning mechanics with basic trade familiarity and skills. An extremely well equipped shop is available for practice and demonstration sessions, which comprise approximately one-half of the course time.

Electrician foremen and journeyman-level electricians in GSA and other agencies of the Federal Government are eligible for the 24-hour course in the national electrical code. The course is designed to study and interpret the requirements of the national electrical code and apply these requirements to the management of Federal buildings in order to promote safer conditions for personnel and equipment and to reduce the danger of fire from electrical sources.

The elevator maintenance and repair training consists of a 180-hour course given in four sections to elevator repairmen, supervisors of elevator operations, electricians, and others whose trades require electrical qualifications.

Legal authorization.—Sections 4101 through 4118 of title 5 of the United States Code.

Obligations, fiscal year 1967.—Operating, \$26,800; administrative, \$11,000; total, \$37,800.

H. PARTICIPATION IN DISTRIBUTION OF SURPLUS PERSONAL PROPERTY TO EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to make available (by donation to eligible activities for use in any State for purposes of education, public health, or civil defense, or for research for any such purpose), equipment, materials, books, or other supplies which are surplus to the needs of the Federal Government.

History and description.—Under statutes passed prior to the enactment of the Surplus Property Act of 1944, the Armed Forces were authorized to donate to educational institutions, surplus and obsolete machines, tools, mechanical equipment, electronics, and aeronautical equipment which were needed and usable for instructional purposes. The Surplus Property Act of 1944 provided for transfers of personal property to health and educational institutions at discount from fair value, and for donation of personal property to such institutions where the administrative costs of other disposal exceeded the recoverable value from such disposal.

In June 1948, the 80th Congress (Public Law 889) broadened the authority of the armed services to donate personal property they no longer needed to schools, colleges, and universities upon determination

by the Commissioner, U.S. Office of Education, that such property was needed and usable for educational purposes. Since October 1946, the Office of Education has provided for equitable distribution by allocation throughout the United States and its possessions.

The Federal Property and Administrative Services Act of 1949, as amended, made surplus personal property of all executive agencies available for educational use by donation to eligible educational institutions. This program is administered cooperatively by the General Services Administration and the Department of Health, Education, and Welfare. Personal property which is released by GSA as surplus to the needs of all Federal agencies is made available to the Department of Health, Education, and Welfare. Such of the surplus as is determined by that agency to be usable and necessary for educational, public health, or civil defense purposes, including research for any such purposes, may be authorized by the General Services Administration for donations. The Secretary of Health, Education, and Welfare allocates the donated property on the basis of the need, either direct or through State educational agencies to all levels of education in the United States, its territories or possessions. The donated surplus personal property is then transferred to State educational agencies which are responsible for the transfer of property to the ultimate recipient. Each of the States uses its State education agency to handle the allocation and distribution of property to individual institutions. The latter pay the costs of packing, shipping, and handling.

Legal authorization.—Section 203(j) of Federal Property and Administrative Services Act of 1949, 63 Stat. 386, as amended (40 U.S.C. 484(j)).

Obligations, fiscal year 1967.—This program is conducted by staff personnel who are also engaged in other utilization and donation activities. Records are not maintained to identify amounts applicable solely to the donation program.

During the 10-year period ending fiscal year 1967, surplus personal property with an original acquisition value of more than \$3 billion was allocated for transfer to eligible educational institutions.

I. PARTICIPATION IN DISTRIBUTION OF SURPLUS REAL PROPERTY TO EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to sell or lease to State and local tax-supported educational institutions and to eligible non-profit educational institutions such surplus Federal real property together with the improvements located thereon, as is recommended by the Secretary of Health, Education, and Welfare, as needed for educational purposes and authorized for such disposition by the Administrator of General Services, at a price discount which takes into consideration any benefits accruing to the United States from such use.

History and description.—The transfer for educational use of real property and related personal property, including buildings, fixtures, equipment, and materials situated thereon, continues the surplus real property disposal activities of the former War Assets Administration. The General Services Administration and the Department of Health, Education, and Welfare cooperate administratively in this program under which transfers may be made to all levels of education in the United States, Puerto Rico, and the Virgin Islands. Prior to April 11,

1953, the General Services Administration and the Federal Security Agency cooperated administratively in this program. At that time, Reorganization Plan No. 1 of 1953, which abolished the Federal Security Agency and transferred all of the functions of the Federal Security Administrator to the Secretary of Health, Education, and Welfare, became effective under the provisions of the act approved April 1, 1953.

Through December 31, 1949, property was transferred by the General Services Administration or the War Assets Administration upon advice obtained from the former Federal Security Agency as to the suitability of property for educational use and as to the program of the claimants. Since then, under provisions of the Federal Property and Administrative Services Act of 1949, as amended, the Office of Education and the Department of Health, Education, and Welfare have been fully responsible for the transfer to educational users of suitable surplus property.

Legal authorization.—Section 203(k) of the Federal Property and Administrative Services Act of 1949, 63 Stat. 387, as amended (40 U.S.C. 484(k)).

Obligations, fiscal year 1967.—This program is conducted by staff personnel who are also engaged in other utilization and disposal activities. Records are not maintained to identify amounts applicable solely to the program for conveyance of property for educational purposes.

During the fiscal year 1967 surplus real and related personal property having an original acquisition cost of about \$74,000,000 was conveyed to eligible educational institutions.

J. LOAN OF MACHINE TOOLS TO EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to lend machine tools and industrial equipment to nonprofit educational institutions and training schools for use in training programs determined by the Secretary of Defense to contribute materially to the national defense.

History and description.—In 1948 the 80th Congress (Public Law 883) authorized the Secretary of Defense to direct the Federal Works Administrator to care for and maintain excess machine tools and industrial equipment as a national reserve for immediate use to supply the needs of the Armed Forces in time of national emergency. To achieve this purpose the law makes due provision for equipping educational programs deemed to promote the national defense and at the same time providing for the maintenance of the loaned property.

No acceptable proposal for such a loan under this program was made until 1959. The first negotiated loan was made with the Winston-Salem Area Industrial Education Center, Winston-Salem, N.C., in 1959. Since that time the Department of Defense has authorized 213 loans to vocational and technical institutions. These loans have been negotiated and are administered by General Services Administration.

Legal authorization.—Section 7(5) of the National Industrial Reserve Act of 1948.

Obligations, fiscal year 1967.—The expenses involved in the school loan program such as loading, shipping costs, insurance, maintenance at the school, and the return of the items to the national industrial reserve storage locations, are borne by the borrowers. Administrative costs of the program are reflected as an integral part of the total costs to operate the whole national industrial reserve program.

As of the end of the fiscal year 1967, there were 5,432 machine tools valued at \$22.1 million on loan under this program. An average of about 25 newly authorized, similar loans are currently being negotiated each year.

K. ADMINISTRATION OF THE NATIONAL ARCHIVES AND RECORDS SERVICE

Purpose.—The National Archives and Records Service is responsible for selecting, preserving, and making available to the Government and the public the permanently valuable noncurrent records of the Federal Government and for promoting improved current records management and paperwork policies in Federal agencies. It is also responsible for publishing the laws, constitutional amendments, Presidential documents, and administrative regulations having general applicability and legal effect, and for the administration of the Presidential Libraries.

History and description.—The National Archives and Records Service under the direction of the Archivist of the United States was established on December 11, 1949, by the Administrator of General Services to succeed the National Archives Establishment originally established by an act of June 19, 1934 (48 Stat. 1122).

The National Archives preserves records of permanent value, arranges and publishes guides to them, makes them available for use, and exhibits those of historical significance and timely interest. To make selected bodies of important research materials available throughout the country, the National Archives reproduces them on microfilm, positive prints of which are for sale at moderate cost. Facsimiles or reproductions of individual documents of significant historical and national or local interest are made available to curriculum laboratories, teacher-training institutes, elementary and secondary schools, and to the public. Records of regional interest may be consulted by scholars and the public in 13 records centers.

The Office of Records Management directs and coordinates programs for evaluating and reporting on the recordmaking and recordkeeping practices of Federal agencies; for developing standards for efficient paperwork practices and promoting their adoption by Federal agencies; for assisting agencies to improve their paperwork systems including letterwriting, handling of mail, control of forms, reports, directives and source data mechanization; and for conducting research in automatic data processing as it applies to Federal records.

The Office of the Federal Register publishes the daily *Federal Register*, the *Code of Federal Regulations*, the *U.S. Government Organization Manual*, the *Public Papers of the Presidents of the United States*, the *Weekly Compilation of Presidential Documents*, and *U.S. Statutes at Large*. The Office maintains a program of assistance to agencies in connection with their rule-making and rule-drafting activities.

The Office of Presidential Libraries establishes and coordinates policies with regard to the Presidential Libraries—the Herbert Hoover Library, the Franklin D. Roosevelt Library, the Harry S. Truman Library, and the Dwight D. Eisenhower Library; and participates in planning for the John F. Kennedy and Lyndon B. Johnson Libraries. The libraries preserve, describe, and render reference service on Presi-

dential papers and the papers of private individuals in their custody; acquire related historical materials; prepare documentary and descriptive publications; display exhibits of historic documents and museum items; and provide educational tours and lectures for visiting groups.

The National Historical Publications Commission makes plans, estimates, and recommendations for such historical works and collections of sources as it deems appropriate for printing or otherwise recording, at the public expense, and to cooperate with and encourage other appropriate agencies, both governmental and nongovernmental, in collecting and preserving and, when deemed desirable, in editing and publishing the papers of outstanding citizens of the United States and such other documents as may be important for an understanding and appreciation of the history of the United States. The Commission is also responsible for advising the Administrator of General Services with respect to the making of allocations to Federal agencies and grants to State and local agencies and to nonprofit organizations and institutions for the collection, describing, preserving and compiling, and publishing of documentary sources significant to the history of the United States.

Legal authorization.—The National Archives Act of June 19, 1934, as amended, the National Archives Trust Fund Board Act of 1941, and the Federal Property and Administrative Services Act of 1949, as amended.

Obligations, fiscal year 1967.—Operating \$6,352,000; administrative, \$300,000; total, \$6,652,000.

L. ADMINISTRATION OF CERTAIN SPECIALIZED LIBRARIES

Purpose.—The purpose of this program is to facilitate the use, by the Government and private scholars, of specialized libraries in the National Archives and in the Presidential Libraries.

History and description.—From the time of their establishment, the National Archives and Presidential Libraries have maintained highly selective libraries of books related to matters most pertinent to the records in their charge. These libraries, intended primarily to aid the archival staff in arranging and describing its records and in giving reference service, are made freely accessible to persons who have registered as researchers.

Legal authorization.—The National Archives Act of June 19, 1934, as amended and the Federal Property and Administrative Services Act of 1949 as amended.

Obligations, fiscal year 1967.—Operating, \$98,000; administrative \$5,000; total, \$103,000. These funds are included in the total obligation of \$6,652,000 noted in section K above.

M. TRAINING COURSES

Purpose.—The purpose of these courses is to train members and prospective members of the staff of the National Archives, employees of State and local archival agencies, and archivists in private organizations in the rudiments of archival and record management theory and practice; to train records officers in the Federal Establishment and elsewhere in up-to-date records management and paperwork practices; to train interested individuals in more effective research in archival

sources; and to offer foreign observers instruction in modern archival practice.

History and description.—The National Archives and Records Service (NARS) has, since 1938, cooperated with the American University in courses related to the work of the archives. At present, it gives lectures and a training course, primarily for new employees, but open to persons from abroad who come to the United States under various training programs and to other persons regularly enrolled at the university. It also participates in a summer institute jointly sponsored by the university, NARS, the Library of Congress, and the Maryland Hall of Records, "Introduction to Modern Archives Administration," and in an Institute for Genealogical Research. Through its Division of Records Management the agency offers workshops and symposia in Washington at various times to persons professionally engaged in records management. Trainees from foreign archival institutions who come to the United States under a variety of auspices are given instruction for periods of a few weeks to several months in programs that combine inservice training with individual counseling.

The agency also cooperates through its regional offices in 1-day symposia designed to advance the archival profession, sponsored by the Society of American Archivists and a number of archives, libraries, universities, or historical societies, and held at various cities throughout the country during a given year.

Legal authorization.—The National Archives Act of June 19, 1934, as amended, the Federal Property and Administrative Services Act of 1949, as amended, and Public Law 402.

Obligations, fiscal year 1967.—Nonreimbursed operating and administrative expenses involved in these courses were an inseparable part of the normal operating expense of the National Archives and Records Service.

CHAPTER 23. PROGRAMS OF THE U.S. INFORMATION AGENCY

A. INTRODUCTION AND SUMMARY

The U.S. Information Agency (USIA) exists primarily for the purpose of supporting U.S. foreign policy through increasing understanding of the United States among the peoples of the world. In pursuit of this goal, the Agency operates three extensive educational programs: (a) its basic program; (b) a career program for Foreign Service officers; and (c) an orientation in the United States for Foreign Service national employees.

The core of the USIA's basic program consists of its 351 information and binational centers overseas which provide library facilities, lectures, exhibits, educational motion pictures, and a place where Americans and nationals of the host countries may meet and learn to know one another. Wherever possible, close relations are maintained between these centers and the local educational institutions.

The Agency publishes several periodicals, translates and publishes American books, and prepares documentary motion pictures, tape recordings, and records for distribution abroad.

The Agency also operates the Voice of America which broadcasts in 37 languages and at all educational levels, beamed from the United States by direct short wave and relayed by local overseas stations.

The career program for Foreign Service officers which provides intensive language courses and area studies is the inservice training designed to make for the best administration of the Agency's overseas activities.

The orientation in the United States for Foreign Service national employees gives not only inservice training but also opportunity to these foreign employees to obtain some firsthand knowledge of America in the interest of better international understanding.

Total obligations for these programs for the fiscal year 1967 amounted to \$169,137,000. Operating and administrative obligations for that fiscal year are not clearly separable.

B. BASIC PROGRAM

Purpose.—The purpose of the basic program of USIA is to support the foreign policy of the United States by direct communication with the people of other countries. Accomplishment of this involves building understanding of the United States, its institutions, culture, and policies among other people, as well as sharing with them information, thought, and experience which can contribute toward achieving mutual goals.

History and description.—The first U.S. Government effort in the field of international information was the Committee on Public Information popularly known as the Creel Committee. It was created during World War I, and its existence ended shortly thereafter.

The first predecessors of the present program were the Interdepartmental Committee for Scientific and Cultural Cooperation and the Division of Cultural Cooperation in the Department of State (1938). This marked the beginning of a continuing series of information activities forming the historical pattern of the present program.

Succeeding organization included: Office of the Coordinator for Inter-American Affairs (1941-45); Office of Facts and Figures (1941); Coordinator of Information (1941); Office of War Information (1942-45); Interim International Information Service (Department of State) (1945); Office of International Information and Cultural Affairs (Department of State) (1945-47); Office of International Information and Educational Exchange (Department of State) (1947-48); Office of International Information (Department of State) (1948-52); Office of Education Exchange; and the International Information Administration (Department of State) (1952-53).

The U.S. Information Agency was established on August 1, 1953, by the President's Reorganization Plan No. 8.

With policy guidance from the Department of State, the Agency administers a worldwide information and cultural program to make understandable to the people of other countries U.S. actions and policies and the values and traditions from which they flow. The Agency advises the U.S. Government on public opinion abroad and its implications for the United States. The Agency's overseas operation includes 218 offices in most nations of the world. The operation overseas is known as the U.S. Information Service (USIS). Supported by products of the Agency's media services, these missions carry out country programs, providing the person-to-person or face-to-face dimension of communication.

The core of the program consists of 351 U.S. information and binational American centers, utilizing library collections, lectures, motion pictures, music, exhibits, and personal contacts in a highly diversified effort to accomplish the Agency's objectives.

The information and binational centers are often located in university towns, where their services may be related to the curriculum and activities of the universities. Most provide English-teaching facilities.

The Press and Publications Service of the Agency produces daily reports on statements of general interest by U.S. leaders, plus items of regional interest, which are sent to all missions by radioteletype. Files of approximately 12,000 words daily go to USIS posts throughout the world.

About 700 million people annually see USIA newsreel and documentary motion pictures. The films are shown in theaters and are widely used by schools, colleges, civic groups, and other community organizations.

Close relations are maintained with educational institutions. Students and professors are considered primary audiences in most nations. Material and financial support are given to the promotion of American studies at universities. Affiliations between American and foreign universities are stimulated.

Some 100 million copies of American books have been translated and published in 50 languages as part of the Agency's program.

The Agency broadcasts in 37 languages through its broadcast service, known as the Voice of America. Programs are beamed at all educational levels through direct shortwave broadcasts and local relays.

Recorded radio and television programs, including English teaching, are prepared in the United States and booked by the missions with local broadcasting stations and networks.

Periodicals produced by the Agency and distributed by the missions include Problems of Communism and separate Russian and Polish language magazines entitled "America Illustrated".

Legal authorization.—Public Law 402, 80th Congress, and amendments: Reorganization Plan No. 8; Executive Order 10477, August 3, 1953; Executive Order 10575, November 6, 1954; Executive Order 10700, February 25, 1957.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$169,137,000.

C. CAREER PROGRAM FOR FOREIGN SERVICE OFFICERS

Purpose.—The purpose of this program is to train officer personnel to meet the professional, technical, and managerial requirements of overseas positions at various levels of responsibility and to provide the education and training stages through which an officer may progress at appropriate intervals in his career from junior through mid-career to senior rank.

History and description.—Inservice training in language and area studies has been carried on as a part of the overseas information program from its inception, but was first administered formally by the Agency in 1955. Special area and language training is provided mainly at the Foreign Service Institute and occasionally at universities and other institutions for periods from 3 to 12 months. For some of the more difficult languages, the training extends to 2 and 3 years.

Special studies in politics, economics, and public affairs and diplomacy at the Foreign Service Institute and at universities range from 1 to 12 months. Administrative and management training is given by the Agency or at the Institute for 1 and 5 weeks.

The junior officer program was initiated in 1954 and since that time has been developed into four phases: (1) junior officer training for young officers entering the service and consisting of 30 to 38 weeks of introduction to the service and intensive language study in Washington followed by 1-year on-the-job training experience at a field post; (2) beginning in fiscal year 1968, for officers who have completed phase 1 and have satisfactorily served for one tour in an overseas position, a 3-year program in Washington consisting of a year of rotational on-the-job training assignments in communications media at headquarters, a year or more of regular job assignment at Agency headquarters, and a maximum of a year of intensive language and area study preparatory to assignment to an overseas position at midcareer level; (3) beginning in fiscal year 1968, an intensive executive management seminar of 5 weeks for experienced officers to prepare them for assumption of upper echelon management positions in the overseas information program; (4) senior officer seminars to prepare such officers for command assignments in the foreign service of the United States.

Legal authorization.—Reorganization Plan No. 8, 1953; Executive Order No. 10477, August 3, 1953; Public Law 724, 79th Congress, title VII (22 U.S.C. 1027-1047).

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total estimated at \$3,422,000. (This amount is included in the total already given for the basic program.)

D. ORIENTATION IN THE UNITED STATES FOR FOREIGN SERVICE NATIONAL EMPLOYEES

Purpose.—The purpose of this program is to orient local employees of overseas missions to life in the United States and Agency operations in Washington.

History and description.—The first group of local employees came to the United States under this program in 1950. The orientation is for a 12-week period. The employees spend the first 2 weeks at the Agency in group indoctrination sessions, the next 60 days on individually planned itineraries throughout the Nation, and 10 days in Washington to conclude the study.

Legal authorization.—Reorganization Plan No. 8, 1953; Executive Order No. 10477, August 3, 1953; Public Law 724, 79th Congress, title VII (22 U.S.C. 1027-1047).

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total estimated at \$315,000. (This amount is included in the total already given for the basic program.)

E. INSERVICE TRAINING FOR AGENCY CIVIL SERVICE EMPLOYEES

Purpose.—The purpose of these training opportunities is to update professional and technical skills of civil service employees and to develop managerial potential.

History and description.—The Agency has operated a 1-year management intern training program since 1955 to prepare college graduates to assume administrative positions in the Agency. During recent years, civil service employees have been encouraged to take part in full-time and part-time training programs offered by the Agency, within the Government training community, and occasionally at non-Government education and training institutions. The criterion for participation is the need of the Agency for specific professional, technical, or managerial skills, such as computer technology, skill in communications media programming or operation and maintenance of modern sophisticated equipment, secretarial skills, and modern techniques of supervision and management. A summer intern employment program is operated to develop potential recruits for professional and technical employment in the Agency, and a youth opportunity employment program to encourage young people to prepare themselves for general employment opportunities in the Agency and the Federal service as a whole.

Legal authorization.—Government Employees Training Act, 72 Stat. 337 ff., 5 U.S.C. 4101 ff. (Public Law 85-507); Executive Order 11348, April 20, 1967.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total estimated at \$110,000. (This amount is included in the total already given for the basic program.)

CHAPTER 24. PROGRAMS OF THE TENNESSEE VALLEY AUTHORITY

A. INTRODUCTION AND SUMMARY

In addition to a continuous managerial responsibility for training its employees in informal and formal situations, the Tennessee Valley Authority (TVA) carries out a number of educational projects in co-operation with land-grant colleges and with State and Federal agencies. These activities are conducted under the statutory responsibility of the Tennessee Valley Authority to conserve and develop the resources of the Tennessee Valley and the adjoining region.

Conservation programs dealing with water, agricultural, and forest resources and with the development of the resources of tributary watersheds are conducted in cooperation with land-grant colleges, with State and local agencies, and with the U.S. Forest Service. Other educational programs deal with the improvement of regional transportation, with area economic development and local flood damage abatement, and with air and water quality, reservoir ecology, public health, occupational medicine, and environmental sanitation. Studies of regional economics status and trends are conducted; also farm and school workshops on electricity. From time to time as seems appropriate these activities are carried out in cooperation with educational institutions, State and local agencies, and other agencies of the Federal Government.

Training in basic office skills is given by TVA to clerical and office employees. Training in supervision and management, as well as technical, scientific, and professional training, is provided both formally and informally within the agency and by the use of outside sources such as institutes, seminars, and university level courses with or without agency support.

Skilled craftsmen are developed through apprenticeship programs. Operators of hydro- and steam-generating plants and chemical plants are trained in formal programs. Skill improvement training is offered both craftsmen and operators.

In cooperation with the Agency for International Development and other Federal agencies, with schools and colleges, and with U.S. industrial firms, the Tennessee Valley Authority informs visiting foreign nationals about its various activities. The period of study varies from a few days to several months. This program has developed to its present proportions since the end of World War II.

According to its computations, the Tennessee Valley Authority incurred obligations in the fiscal year 1967 amounting to \$10,202,416 for these programs, of which \$901,396 represented payments to educational institutions.

B. OFFICE OF AGRICULTURAL AND CHEMICAL DEVELOPMENT**1. RESEARCH AND EDUCATIONAL PROGRAMS**

Purpose.—The purposes of these programs are: (1) To develop new and improved fertilizers and processes for their manufacture in order to lower their cost to the farmer and to increase their effectiveness; (2) to test and demonstrate the value and best methods of fertilizer use; and (3) to aid in the agricultural development of the Tennessee Valley.

History and description.—TVA's fertilizer and agricultural activities have been carried on since the fiscal year 1934. The program involves the cooperation of TVA, the land-grant universities, farmers and farm groups, fertilizer manufacturers, distributors and dealers, and other Federal, State, and local agencies.

The program includes a broad range of chemical, agronomic, engineering, and economic research to gain new knowledge of fertilizer materials and of soil-plant-fertilizer relationships, to evaluate crop response to experimental fertilizers, to develop new and improved fertilizer manufacturing processes, to analyze fertilizer use patterns and marketing systems, and to assess the problems and potentials of Tennessee Valley agriculture. Essentially all of the chemical and engineering research and part of the agronomic and economic studies are conducted at the National Fertilizer Development Center, Muscle Shoals, Ala. Some of the agronomic and economic investigations are done under contracts with land-grant universities and various Federal agencies.

The research activities are tied closely to two nationwide educational programs: Under the, first, new and improved TVA fertilizers are introduced under supervision of the land-grant universities in pilot demonstrations and in whole-farm programs demonstrating sound farm management practices. TVA provides fertilizer to participating farmers under a partial payment plan and makes contractual payments to the universities to cover part of the cost of supervision. In a second program TVA materials are sold to cooperating fertilizer manufacturers and distributors who either introduce the materials as such to their customers or use them in conjunction with other materials to produce better fertilizers. Industry cooperators, with the guidance of the universities, conduct educational activities with farmers to encourage the use of improved fertilizers, more efficient fertilization practices, and better farming generally. Fertilizers sold to members of the fertilizer industry are discounted slightly to provide an incentive to try the new products and to help finance their educational activities with farmers.

Educational activities also include consultations with visiting individuals and groups connected with the fertilizer industry; major conferences to stimulate the flow of new fertilizer knowledge; and, through the Agency for International Development, special training and assistance to developing nations in fertilizer production, marketing, and use.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, total \$7,930,746, of which \$816,780 was paid to cooperating colleges and universities.

C. DIVISION OF FORESTRY DEVELOPMENT

1. DEVELOPMENT PROGRAM (LARGELY THROUGH EDUCATION)

Purpose.—The purpose of this program is to develop maximum economic return from the forest and fish and wildlife resources in the Tennessee Valley along with realization of full watershed protection, recreational, scenic, and other environmental benefits.

History and description.—This program has been carried out since fiscal year 1934. The present activities include planning, coordinating, and conducting a valleywide program as follows: Forest management; forest tree improvement; forest resource and industry surveys; forest influences; reforestation; commercial wood use; strip mine reclamation; and aquatic and upland wildlife investigation and development. The work is carried out in cooperation with woodland owners, forest industries, coal operators, tributary area watershed associations, and with Federal and State agencies. Heavy emphasis is placed on educational methods to achieve general resources development.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, total \$1,354,385.

D. DIVISION OF HEALTH AND SAFETY

1. RESEARCH INVESTIGATIONS THROUGH CONTRACT WITH EDUCATIONAL INSTITUTIONS, ET CETERA

Purpose.—The purpose of this research is to study the environmental and public health effects of TVA programs, operations, and responsibilities, and their implications for regional and scientific development.

History and description.—Public health studies were begun in 1935. Under TVA contract, the University of Tennessee College of Medicine began a long series of cooperative endeavors which subsequently included health education, establishment of a department of preventive medicine, and malaria parasitology and chemotherapy investigations. Stream sanitation investigations started in 1936 included cooperative research with the Public Health Service. Research into employee and public health as related to occupation and environment was initiated with Vanderbilt University in 1944 under a basic contract which provided for special studies in phosphorus toxicology as needs developed. Cosponsorship of studies on the toxicology of fluorine and its compounds was initiated with the Kettering Laboratory, University of Cincinnati, in 1951. Air pollution studies were begun in 1951 and continue to involve cooperative research with the Public Health Service. In connection with the tributary watershed program in Chestnut inaugurated in 1953, nutrition studies were conducted under contract with Vanderbilt University.

There were no contractual payments to educational institutions in fiscal year 1967. However, an informal cooperative research project on mosquito ovicides is being carried out with the University of California (Riverside). A contract with Florence State College, Florence, Ala., for mosquito embryogenesis studies, is being developed. Since 1964, the University of Pittsburgh and TVA have had an AMA-approved cooperative arrangement for training physicians in occupa-

tional medicine. After postgraduate academic work at Pittsburgh, a physician may serve a year's residency at TVA, following which he is eligible for examination and certification by the American Board of Preventive Medicine. The Public Health Service and TVA are cooperating with educational institutions in developing computer electrocardiography.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable, total \$350,000.

E. DIVISION OF PERSONNEL

1. EMPLOYEE TRAINING

Purpose.—The purpose of this program is to provide coordination, assistance, and guidance in on-the-job, outside, apprentice, operating, supervisory, orientation, and clerical training activities.

History and description.—This induction training seeks to give employees an understanding of the overall program and policies of TVA, as well as the program, policies, and organization of the division in which they are employed. Work-improvement training programs are used to increase the efficiency of employees, to introduce new work methods, to improve safety records, and reduce errors and waste. Qualifying training develops employees' qualifications for new jobs, for promotion to higher jobs, and for transfer to different jobs.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Operating and administrative direct cost of central staff, not clearly separable, total \$51,669.

F. REGIONAL STUDIES STAFF

1. SPECIAL STUDIES AND INFORMATIONAL ACTIVITIES

Purpose.—With the cooperation of educational institutions and other agencies, the TVA seeks through this program to provide information about the region's economy and resources and to assist State and local agencies in meeting problems arising from the impact of the TVA program.

History and description.—The TVA has carried on various research activities in economic and public administration problems since 1934. Economic analyses identify problems and opportunities in regional resource development. Advisory assistance is provided to State and local governments on problems related to TVA operations. Through contracts with college research bureaus for collection and analysis of data for specific studies, TVA activities in this field have strengthened the valley's educational institutions, particularly with respect to bureau of public administration, business research, and planning. In the fiscal year 1967, one such contract was in effect with the Council on Cooperative College Projects, representing the Negro land-grant colleges in the seven States of the TVA region. Under this contract, at the time of this writing a study is being conducted on the abilities, interest, motivation, and opportunities as correlated with course selection, performance, and regional occupational needs and opportunities of Negro students in council member colleges in the Tennessee Valley States. A letter agreement with the Center for Business and Economic

Research of the University of Tennessee provided support for development of a uniform basis and procedures for the reporting of personal income by counties in Tennessee and the other States of the Tennessee Valley.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Costs, exclusive of contractual payments, not separately accounted for in TVA bookkeeping. Payments to colleges and universities totaled \$40,436.

2. GENERAL LIAISON WITH UNIVERSITIES IN RESEARCH ACTIVITIES AND FORMULATION OF NEW PROGRAMS

Purpose.—TVA seeks to support the broadening of research activities and in response to demonstrated needs, to encourage the establishment of new educational programs in the Tennessee Valley region.

History and description.—Early in TVA history, assistance was provided in the establishment of new bureaus of public administration in several of the valley State universities. With TVA assistance, the southern regional training program in public administration was set up under the joint sponsorship of the Universities of Alabama, Kentucky, and Tennessee. This program is still operating. With TVA encouragement and advisory assistance, a new graduate school of planning was established at the University of Tennessee in 1965. During the fiscal years 1966 and 1967, TVA furnished factual data, and technical specialists on the TVA staff provided informal assistance to faculty members of East Tennessee State University engaged in the ground truth testing of remote sensing technology, centered in a sub-basin of the Tennessee Valley.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Costs are not separately accounted for in TVA bookkeeping. Total not determinable.

G. DIVISION OF NAVIGATION DEVELOPMENT

1. STUDIES AND RESEARCH IN REGIONAL TRANSPORTATION

Purpose.—The purpose of this program is to obtain better utilization and coordination of transportation services in the Tennessee Valley as they relate to the navigation system.

History and description.—From its beginning in 1934, TVA from time to time has carried on various research activities and special studies in the field of transportation economics.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$154,000.

2. STUDIES AND RESEARCH IN ECONOMIC DEVELOPMENT, IN COOPERATION WITH EDUCATIONAL INSTITUTIONS

Purpose.—The purpose of this program is to conduct research for regional industrial development planning and guidance for State and local officials for the conservation and promotion of industrial development resources.

History and description.—TVA's activities in regional industrial development planning research have been carried on in the present

fashion since 1962. Industrial growth trends, product developments, industrial usage of resources, marketing patterns, and related subjects are studied. Findings are passed on to State, subregional, and local development institutions. Experts from colleges and universities and from industry are utilized on specific questions and problems.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$277,000.

H. OFFICE OF POWER

1. FARM AND SCHOOL WORKSHOPS

Purpose.—The purpose of these farm and school workshops is to prepare vocational agricultural teachers, school administrators, and extension service workers for teaching students and farm groups how to use electric equipment more effectively.

History and description.—As a part of its regular power operations work, the proper methods, techniques, and uses of electrical services and equipment are presented to representatives of schools and power distributors through planned demonstrations and promotional programs. They in turn conduct similar educational activities for the benefit of the general public in the area. Workshops have covered such subjects as farm water systems, wiring, electric motors, farmstead lighting, moving and processing of feeds, and the care of school lunchroom equipment. Workshops are conducted in cooperation with representatives of extension services, vocational agriculture departments, departments of education, 4-H Clubs, Future Farmers of America, and Future Homemakers of America.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Cost not separately accounted for in TVA bookkeeping.

I. TRIBUTARY AREA DEVELOPMENT

1. STUDENT INTERNSHIPS IN RESOURCE DEVELOPMENT

Purpose.—The purpose of this program is to use the abilities of college students in the completion of preliminary investigation of needs and opportunities in resource development in the various tributary areas of the Tennessee Valley.

History and description.—The internship program, originated by TVA and a cooperating tributary area development association in 1965, has grown until the broad program involves 101 students and 42 colleges in 12 States working not only with TVA, but also the Economic Development Administration, Office of Economic Opportunity, the U.S. Department of Labor, and the Tennessee office of the Appalachian Regional Commission. Only that part of the program that is supported by TVA as a part of tributary area development is reported here. The interns are either undergraduate or graduate college students and the studies cover various subjects in the area of human and physical resources development. The majority of the internships are for the summer only.

Legal authorization.—16 U.S.C. 831.

Obligations, fiscal year 1967.—Costs, exclusive of contractual payments, not separately accounted for in TVA bookkeeping. Payments to Oak Ridge Associated Universities and the Southern Regional Education Board for operation and administration of the program totaled \$44,180.

CHAPTER 25. PROGRAMS OF THE OFFICE OF ECONOMIC OPPORTUNITY

A. INTRODUCTION AND SUMMARY

The Office of Economic Opportunity (OEO) sponsors a variety of programs designed to help the poor lift themselves out of poverty. Programs center around manpower development, education, and a number of services aimed at bettering the community. Educational and training activities are included both in programs whose primary purpose is in these two areas and in programs which, not oriented primarily to education or training, incorporate significant aspects of these activities. For example, manpower programs whose ultimate objective is to help poor persons find gainful employment or improved jobs, contain significant education components, including remedial and basic education and applied vocational training. Since educational deficiency is often one of the fundamental causes of poverty, education is among the most meaningful elements of OEO antipoverty efforts.

OEO manpower programs include the Job Corps, the Neighborhood Youth Corps, the opportunities industrialization centers, the community employment and training program, special impact, and community action manpower.

OEO programs with the primary purpose of education include "Headstart," "Upward Bound," local initiative education, migrant education, and education research and demonstration. The community action education programs serve the entire age span from preschool children to elderly adults. Some of these, such as "Headstart," are designated as "special" and are operated nationwide in accordance with specific OEO guidelines; others are locally initiated, tailored for particular local needs.

OEO also conducts inservice training activities both for Federal civil service and for non-Federal employees involved in carrying out OEO missions.

The overall, total obligations for OEO education and training programs in fiscal year 1967, as reported by that agency for inclusion in this document were \$1,152,431,000. This figure includes three subtotals: \$702,580,000 for the manpower programs' supplementary educational activities, \$431,672,000 for the programs dealing with education as the primary objective, and \$18,179,000 for the various inservice programs. Although the agency has reported that it is not feasible to separate operating and administrative obligations on an agency-total or subtotal basis, the figures have been shown separately wherever possible in the project descriptions that follow.

B. THE JOB CORPS

Purpose.—The purpose of the Job Corps is to increase the prospect for steady employment for youths in poverty who are out of school and out of work, are unskilled and poorly educated.

History and description.—The Job Corps is a residential program providing remedial education, training in job skills, and guidance and counseling to disadvantaged young men and women 16 through 21 years old in order to increase their employability and to prepare them for the responsibilities of citizenship. Since the program's inception in early 1965, approximately 130,000 youth have been served.

There are three types of Job Corps centers: conservation, urban, and demonstration. The conservation centers, for men only, are located on public land and operated by the conservation agencies of the Departments of Interior and Agriculture and several States. The conservation center program concentrates on remedial education and work experience. The program at the urban centers for men and the urban centers for women provides vocational training in such varied fields as nurses' aides and drycleaning, as well as remedial education. The urban centers are located in or near metropolitan areas and are operated under contracts with industrial or nonprofit organizations. The demonstration projects are similarly operated and are used to test the usefulness of intensified training, combined residential/non-residential programs, centers for young mothers and their children, halfway houses for graduated Corps members, paramedical training centers, and other variations on the Job Corps' basic program.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating, \$199,940,000; administrative, \$6,361,000; research and demonstration, \$2,854,000; total, \$209,-155,000.

C. THE NEIGHBORHOOD YOUTH CORPS

Purpose.—The aim of the Neighborhood Youth Corps program is to provide more and better educational and employment opportunities for disadvantaged youth.

History and description.—In less than 3 years of operation, the Neighborhood Youth Corps has developed over 3,600 projects to provide over 1,300,000 poor youth with work experience, educational enrichment, and other assistance. The Neighborhood Youth Corps places disadvantaged young men and women in part-time public service jobs during the school year and/or full-time public service jobs during the summer. In many cases the income from such jobs enables the youths to stay in or return to school. For those youths for whom a return to school is not feasible, the program provides full-year, full-time public service employment, work experience that often leads to gainful employment in the competitive job market. Some of the out-of-school enrollees are placed in a branch of the Neighborhood Youth Corps program known as work training in industry. They receive on-the-job training in private industry to ease the transition from training to permanent employment. In all components of the Neighborhood Youth Corps program, counseling, remedial education, and other supportive services are provided when considered necessary. The Neighborhood Youths Corps research and demonstration pro-



gram evaluates existing neighborhood programs and conducts pilot projects to develop maximum effectiveness.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating, \$362,446,000; administrative, \$6,949,000; research and demonstration, \$3 million; total, \$372,395,000.

D. OPPORTUNITIES INDUSTRIALIZATION CENTER

Purpose.—The purpose of the Opportunities Industrialization Centers (OIC's) is to train unemployed men and women so that they may become self-sustaining rather than dependent on public assistance.

History and description.—OIC is a manpower program begun in Philadelphia in 1964 by a Negro minister and the Ministerial Association of Philadelphia. Originally for Negroes in city "ghettos," the 60 currently operating Opportunities Industrialization Centers try to help any disadvantaged person who wants to help himself. Almost all applicants are accepted.

The OIC offers a two-phase program. In the first, or "feeder" phase, the enrollee is given counseling, instruction in grooming and hygiene, courses in job-finding and proper work habits, consumer education, and enough basic education to qualify him for a job or for "graduation" into the second phase, in which he receives skill training in drafting, electronics assembly, IBM keypunch, machine shop, and other vocations. Enrollees may attend classes during the day or evening. Since enrollees receive no stipends, many work during the day at poorly paying, dead end jobs to support their families while attending the OIC's evening courses to train for better jobs.

The Centers receive funds from several sources, notably the Department of Labor, the Department of Commerce, the Department of Health, Education, and Welfare, as well as the Office of Economic Opportunity. In fiscal 1967, the Office of Economic Opportunity partially funded 18 OIC's, jointly funded, with Labor, the OIC Institute, and entirely funded the Philadelphia OIC. Industry has played an important part in the program, donating funds, technical assistance, staff training, and aid in curriculum development.

OIC's were originally funded as demonstration projects, and later on a program basis. Research and demonstration is to be conducted by the OIC Institute jointly funded by the Office of Economic Opportunity and the Department of Labor.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$6,800,000.

E. COMMUNITY EMPLOYMENT AND TRAINING PROGRAM

Purpose.—The purpose of the community employment and training program (CET) is to provide work experience, on-the-job training, or work training for unemployed, underemployed, or low-income persons to help them to become economically self-sufficient.

History and description.—The community employment and training program is adult work training which combines two programs initiated under amendments to the Economic Opportunity Act: "Opera-

tion Mainstream," authorized under the Nelson amendment of 1965, and "New Careers," authorized under the Scheuer amendment of 1966.

"Operation Mainstream" was established to furnish jobs to the chronically unemployed poor. "Mainstream" projects include many especially appropriate to rural areas, such as conservation and beautification of parks, highways, natural resources. Other "Mainstream" projects are aimed at the employment of older citizens. The Foster Grandparents program, for example, pays wages to older persons for visiting, teaching, and otherwise helping deprived children, including the orphaned and the mentally retarded.

The "New Careers" program develops entry level jobs with maximum prospects for future advancement on an unsubsidized basis. It attempts the building of a structured ladder of promotion for subprofessional careers in the public service. Such a plan serves two purposes: it eases critical manpower shortages in public service fields such as health, education, and public safety by providing aids who can perform tasks not requiring professional training, thus freeing the professionals for expanded community service; and it creates new careers which may provide maximum advancement opportunities for chronically poor adults currently in dead end positions or unemployed.

Community employment and training research and demonstration studies and pilot projects focus on identification of special needs of the unemployed and underemployed. In fiscal 1967, CET designed an evaluative model for "New Careers" projects and a standardized system of evaluation for "Operation Mainstream," both using cost effectiveness methods; CET also made a quantitative evaluation of sampled projects to collect data useful in developing guidelines for future projects.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—"Operation Mainstream": Operating, \$36,137,000; administrative, \$200,000; research and demonstration, \$100,000; total, \$36,437,000. "New Careers": Operating, \$35,213,000; administrative, \$300,000; research and demonstrations, \$100,000; total, \$35,613,000.

F. "SPECIAL IMPACT"

Purpose.—The purpose of "Special Impact" is to provide a fully coordinated manpower effort directed to the solution of critical manpower problems existing in an urban area or neighborhood which has a high concentration of unemployed, underemployed, or low-income residents.

History and description.—The "Special Impact" program began late in fiscal 1967, with 20 projects established by the end of the fiscal year. All but one of these projects were located in concentrated employment program (CEP) areas. "Special Impact" funds in fiscal 1967 were used to coordinate and supplement CEP manpower services, including those funded by the Manpower Development and Training Act, the community employment and training program, and the Neighborhood Youth Corps. Funds were also available to pay the costs of services necessary to the implementation of the "Special Impact" project plans.

The emphasis in "Special Impact" is on concentrating all available resources on target areas so that an appreciable impact on the problems of poverty is felt. To do this, the program coordinates Federal, State, and local resources to provide manpower training, education, health,

and community planning services. Work-training is usually in the area of community betterment, such as renovating dwellings, improving health facilities, developing recreational facilities.

Research and demonstration program studies, pilot projects and evaluation provide information for understanding the effects of the framework of "Special Impact." In fiscal 1967 "Special Impact" components operating within a framework of six CEP projects were evaluated.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating, \$24,406,000; administrative, \$300,000; research and demonstration, \$100,000; total, \$24,806,000.

G. COMMUNITY ACTION MANPOWER

Purpose.—The purpose of community action manpower programs is to coordinate locally existing manpower programs in a community and to provide "gap-filling" programs not existing from other resources.

History and description.—Community action agencies (CAA) coordinate a variety of manpower programs serving the poor, including those funded under community action local initiative, those funded under manpower provisions of the Economic Opportunity Act and those funded by the Department of Labor. Community action agencies operate at the local level where they can be responsive to the immediate needs of the community. They provide outreach, intake, testing, and other supportive services such as day care and health services. CAP manpower funds provide the CAA personnel necessary to coordinate manpower programs. In addition, CAP manpower conducts gap-filling programs not provided by other resources, and locally initiated programs designed to reach the "hard-core disadvantaged," who until recently did not qualify for funding by manpower resources of other agencies.

CAP manpower research and demonstration evaluates existing programs, explores employment problems of the poor and experiments with new methods of education, training, and placement.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; community action manpower, \$13,174,000; CAP research and demonstration, \$4,200,000; total, \$17,374,000.

H. "HEADSTART"

Purpose.—The purpose of "Headstart" is to prepare disadvantaged children for entry in the first grade in school on an equal-opportunity basis with children from more affluent families.

History and description.—"Headstart" was begun in 1965. It is a multifaceted, preschool program for 3- to 5-year-olds providing educational activities, health, psychological and social services, all in accordance with national guidelines. Parent involvement is regarded as extremely important. Employment opportunities as teacher aides and other positions are offered to parents and other neighborhood residents. The core of the program is the child development center made up of an outdoor play area as well as one or more classrooms serving 15 children each. Each classroom is staffed by a teacher and two teacher

aides, one of whom serves as a volunteer. The regular program provides a range of services for 8 months per year, on a part- or full-day basis. A summer program for the benefit of children who are to enter kindergarten or the first grade in the fall operates during school vacation.

"Headstart" also sponsors training for staff members designed to increase their skills and ability to fulfill their responsibilities.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$349,245,000.

I. "UPWARD BOUND"

Purpose.—The purpose of "Upward Bound" is to motivate and prepare poor but potentially capable high school students to seek a college education.

History and description.—Begun on a national basis in June 1966, "Upward Bound" projects were supported by OEO at 216 colleges, universities, and residential secondary schools. These 216 academic institutions served 29,000 youngsters, most of whom had completed the 10th and 11th grades. In 1967, a total of 249 institutions participated.

Students take a concentrated summer course (usually lasting 6-8 weeks), during which they usually live on the campus of the sponsoring institution. During the regular school year, students return to their homes but may receive special tutoring from persons connected with their "Upward Bound" project or may participate in a variety of activities designed to reinforce the gains of the summer. Students continue their participation from the time they enter (usually when they are sophomores or juniors) up to the fall after their high school graduation. Project personnel assist them in applying to a college and in obtaining sufficient financial help to remain in school.

Individual projects vary widely, since curriculums are developed by grantee institutions. For both summer and winter phases, however, curriculums are designed to foster those intellectual qualities, skills, and attitudes necessary for success in college. Cultural, recreational, and physical activities are provided in addition to formal classes.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating, \$28,161,000; administrative, \$1,150,000; total, \$29,311,000.

J. LOCAL INITIATIVE EDUCATION

Purpose.—The purpose of this program for both children and adults is to develop innovative and successful methods of providing compensatory education; to extend the efforts of the public schools; and to encourage adaptation of effective techniques by the Office of Education and other organizations concerned with teaching disadvantaged individuals.

History and description.—Locally developed programs supported by OEO include (1) school-age programs and (2) adult basic education. School-age projects provide supplementary education for poor in-school youth. A wide variety of support activities, linking in-school and out-of-school functions, are included. In fiscal 1967, proj-

ects tended to fall into two general groupings: those aimed at improving academic achievements and motivation, and those with broader goals (e.g., stimulating parental interest in their children's education, change in the schools, or comprehensive community action through the vehicle of compensatory education).

Community-based adult education projects normally offer remedial instruction designed to assist students to reach the eighth and/or 12th grade performance level, and may also teach English as a second language. Although basic literacy and computational skills are frequently taught by means of functional subject matter, curriculums and methods are diverse.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable; school-age programs, \$3,915,000; adult basic education, \$17,996,000; total, \$21,911,000.

K. MIGRANT EDUCATION

Purpose.—The purpose of migrant education is to prepare migrant and seasonal farmworkers for better jobs by increasing their skill level and employability.

History and description.—OEO's migrant and seasonal farmworker programs focus primarily on education for adults. Full-time adult education classes, concentrating on basic literacy and prevocational training, prepare heads of households for job training programs or employment in nonfarm or more highly skilled farm jobs. It is often necessary to pay stipends to enable trainees to participate. Upon completion (average 6 to 9 months), participants may move into better jobs or job training programs. Part-time adult classes generally emphasize reading and writing for the totally illiterate, English as a second language, and citizenship and consumer education.

A 12-month residential high school equivalency program is designed to give several hundred young adult farmworkers (high school drop-outs) between the ages of 17 and 22 the opportunity to earn their high school diplomas, learn a job skill, and get a permanent job. In some cases these students will go on to college.

Education programs in fiscal 1967 for children aged 5 to 16 from farmworker families provided compensatory education and accelerated school-year programs, which telescoped a full grade's work into a 6-month term. These classes were designed to permit the children to complete a full year's work before the family left the home base State to harvest crops in other areas.

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$26,000,000.

L. EDUCATION RESEARCH AND DEMONSTRATION

Purpose.—The purpose of OEO-supported research in education is to develop new approaches to better meet the special needs of the poor.

History and description.—Community action research and demonstration programs in education emphasize the direct involvement of the poor in their own education. New curriculums, methods, and mate-

rials, supplemental educational programs, and functional alternatives to traditional classroom procedures are developed to create programs with greater relevance to the needs of the poor. Through these projects, OEO tests alternative methods and provides models of education programs for the poor in all age groups. Research in the preschool area is sponsored separately by "Headstart."

Legal authorization.—The Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable; total, \$5,205,000.

M. INSERVICE TRAINING

1. EMPLOYEE DEVELOPMENT PROGRAM

Purpose.—The purpose of this program is to improve the efficiency and economy of operations of the Office of Economic Opportunity by (1) developing a well-trained work force, (2) assisting employees to achieve their highest potential usefulness consistent with the requirements of the Office of Economic Opportunity, and (3) motivating employees constructively to make their best contribution to the current and future success of OEO.

History and description.—Inservice and afterhours training has been carried on by OEO since the fall of 1965. Specific programs for employee development, management development and management intern training have been established for OEO employees. The major portion of this training has been accomplished through interagency and university agreements.

Under the terms of the OEO-Agriculture-Interior Interagency Agreement (nonreimbursable), OEO has responsibility for training Federal employees in Job Corps Conservation Centers in education and enrollee activity. This training was accomplished by four major contractors who operated training centers and also scheduled training at cities convenient to a group of conservation centers.

Legal authorization.—Government Employees Training Act of July 7, 1958 (Public Law 85-507, approved July 7, 1958).

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$1,116,000.

2. PROGRAM STAFF TRAINING

Purpose.—The purpose of this training is to enable non-Federal employees working for antipoverty organizations and others engaged in antipoverty efforts to better perform their duties.

History and description.—Community action staff training is for employees of local community action agencies (CAA's) and delegate agencies, members of these agencies' governing advisory committees, and others working in or associated with community action programs.

Community action training is generally concerned with administration of community action programs, functional program areas, skills improvement, or basic antipoverty program orientation. This training is normally provided through multipurpose training centers, which serve rural and smaller urban CAA's throughout large areas of the

country (usually several States), and urban training centers. The latter primarily serve the CAA's for the cities in which they are located, as well as CAA's in nearby communities. Grants are made to CAA's and to other organizations for specific types of training. In addition to this training, "Project Headstart," which is a part of community action, sponsors its own training program.

Volunteers in Service to America (VISTA) was inaugurated in fiscal year 1965. Training of "VISTA" volunteers is carried out through preservice 6-week sessions which include living in a poverty neighborhood, as well as academic work related to the problems to be faced.

Legal authorization.—Economic Opportunity Act of 1964, as amended.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; community action staff training, \$12,300,000; "VISTA" volunteers training, \$4,763,000; total, \$17,063,000.

CHAPTER 26. NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

A. INTRODUCTION AND SUMMARY

The National Aeronautics and Space Administration sponsors a wide variety of research in space-related science and technology by universities through the sustaining university program and contracts and grants supported by other NASA programs. This research ranges from basic investigations to technological applications. The agency relies heavily on the university community for fundamental research in support of space flight endeavors, and many scientific and technological advances have been made possible through NASA-sponsored university research.

The sustaining university program began in 1962 with support for the training of graduate students in space-related disciplines, the construction of urgently needed facilities at universities engaged to a significant degree in space-oriented research or research potentially applicable to the space program, and the conduct of multidisciplinary research. The chief goal of the research grant segment of the sustaining university program is to improve the capabilities of the Nation's universities to conduct multidisciplinary research in space-related fields.

While there are many facets to the NASA university program and that activity has become a principal element of NASA's training effort, it is not the only educational endeavor of the agency, which also sponsors extensive efforts in such fields as apprentice training and other special efforts to fill the training needs of NASA employees.

The total figure for NASA programs entailing fiscal year 1967 obligations, incurred for the activities hereinafter described, amounts to \$131,174,566. This total figure is based on NASA's estimated figures as of October 1967. The agency has reported that it is impractical at the time of this writing to break down, into operating and administrative obligations, the estimates for the particular programs.

B. APPRENTICE TRAINING PROGRAM

Purpose.—The purpose of this program is to provide organized and supervised shop training and related classroom instruction for apprentices in a variety of skilled trades and crafts, particularly in highly specialized occupations and in local or nationwide shortage categories.

History and description.—NASA apprentice training programs are carried out in five NASA field installations: Langley Research Center, Hampton, Va.; Lewis Research Center, Cleveland, Ohio; Ames Research Center, Moffett Field, Calif.; Manned Spacecraft Center, Houston, Tex.; and Wallops Station, Wallops Island, Va. The apprenticeship program at Langley began in 1941, Lewis Research Center in 1942, Manned Spacecraft Center in 1964, Wallops Station in 1966, and

Ames Research Center in 1962. The enrollment of apprentices has varied widely, being as low as 100 when skilled craftsmen were available and as high as 616 when shortages existed. In some trades, because of the complexity of NASA work, there has been an extension of the normal 4-year apprenticeship to a 5-year program.

Apprentices are selected by civil service examinations and are generally between 16 to 18 years of age. Most are high school graduates. Classroom instruction is provided by NASA personnel, or obtained through a local educational institution. Shopwork by apprentices is supervised by NASA craftsmen, under the direction of shop superintendents and coordinated by the Center training officer.

Legal authorization.—Employees Training Act (Public Law 85-507).

Obligations, fiscal year 1967.—\$128,332.

C. GRADUATE STUDY LEAVE PROGRAM

Purpose.—The purpose of this program is to enable NASA employees to do advanced study or research of primary benefit to NASA at accredited universities of graduate study.

History and description.—This program identifies residence training over 120 days in length. The program was based upon legal authority obtained by the National Advisory Committee for Aeronautics (NACA) in 1950. The graduate study leave act was sought in order to facilitate graduate study and research by NACA professional employees at colleges and universities located away from the laboratories, and to supplement other graduate study programs. The Government Employees Training Act of 1958 (Public Law 85-507) repealed the NACA graduate study leave authority.

Legal authorization.—Government Employees Training Act (Public Law 85-507).

Obligations, fiscal year 1967.—The total amount of money spent on tuition for this program for fiscal year 1967 was \$79,361. In addition to this \$4,443 was spent for transportation, \$2,694 for related fees, and \$40,570 for per diem; a total of \$127,068 for the program.

D. GRADUATE TRAINING PROGRAM

Purpose.—The purpose of this program is to cooperate with leading universities near NASA laboratories to provide courses for administration and scientific personnel in order to broaden and extend their professional competence.

History and description.—The offering of formal college courses began at the Langley Research Center in 1929 through cooperative establishment of extensive courses with the University of Virginia. Similar arrangements have been made by the other centers with local universities.

Courses are provided in science, engineering, administration, and other subjects. They are generally offered after working hours but time off may be granted to employees for this study. The length of training is under 120 days and may be given on the university campus or at the NASA center. Under the training act, NASA's policy is to pay for all or a portion of the cost of such study if related to the employee's work. Arrangements have been made whereby NASA em-

ployees may use their NASA research projects as a basis for their graduate theses.

Legal authorization.--Government Employees Training Act (Public Law 85-507).

Obligations, fiscal year 1967.--The total amount of money spent on tuition and related fees for this program for fiscal year 1967 was \$758,729. In addition to this \$8,732 was spent for transportation, and \$22,929 for per diem; total of \$790,390 for the program.

E. UNIVERSITY RESEARCH PROGRAM

Purpose.--The purpose of this program is to utilize scientific talent available at academic institutions to supplement research carried on in NASA laboratories.

History and description.--The first research program of the National Advisory Committee for Aeronautics (NACA) was initiated in 1915 at a university under contract. NACA continued to utilize research talent and facilities at academic institutions or other similar nonprofit institutions, to concentrate on problems of aeronautics and space flight. Through sponsored research projects at such institutions, NASA (successor to NACA) uses specialized talents, particularly in basic mathematics, physics, and the engineering sciences, as they apply to important NASA problems. Training afforded to the university graduate staff, and the others associated with the program, is an important concomitant byproduct of contract research programs. In 1967 NASA sponsored fundamental projects covering the entire range of aeronautical and space flight activities.

Legal authorization.--The NASA enabling act, Public Law 85-568, the NASA general appropriations acts.

Obligations, fiscal year 1967.--Approximately \$110 million distributed to nonprofit institutions for fundamental and support-type research projects.

F. ANCILLARY TRAINING PROGRAMS

Purpose.--The purpose of these programs is to fill special training needs of NASA employees, such as driver training, adult and vocational education, technical film presentations, clerical training, seminars and lectures, safety training, developmental reading, cooperative engineering, supervisory and other training.

History and description.--NASA centers have traditionally set up training programs in response to their particular needs. The level of effort given these programs varies according to the needs and the resources available. NASA headquarters has sponsored a number of seminars when the training need is NASA-wide. Examples are: Procurement management, contract administration, incentive contracting, contract cost management, and companion cost systems.

Legal authorization.--Government Employees Training Act (Public Law 85-507).

Obligations, fiscal year 1967.--An estimated \$2,490,916 was obligated during fiscal year 1967 for these various programs.

G. PREDOCTORAL TRAINING PROGRAM

Purpose.--The purpose of this program is to increase the supply of highly trained scientists and engineers in space-related science, engi-

neering, engineering design, and public administration to meet the growing needs of the national space program.

History and description.—This program was initiated in the fiscal year 1962 as a part of the sustaining university program. Ten institutions were awarded grants for 10 predoctoral trainees at each institution. Grants are made for a 3-year period to qualified universities offering Ph. D. degrees in space-related areas. Each grant provides for (1) basic stipends and student allowances not to exceed \$3,400 per student for any 12-month period, and (2) a specified amount of money which may be used by the institution to strengthen its programs in space-related areas. It is the responsibility of the university to select students of unusual promise with interest in space science and technology to participate in the program. The traineeships are awarded for 1 year of graduate study; however, a student may obtain a renewal of his traineeship for a second and third year if he maintains his record at a level acceptable to the institution.

Legal authorization.—The National Aeronautics and Space Act of 1958 as amended, 42 U.S.C. 2451 et. seq., as supplemented by the annual NASA authorizations acts (for example, "The National Aeronautics and Space Administration Authorization Act of 1967," 80 Stat. 688).

Obligations, fiscal year 1967.—159 NASA predoctoral training grants were awarded to 152 universities for the predoctoral training of 797 graduate students in space science, engineering, engineering design, and public administration in the amount of \$13,860,900.

H. POST-MEDICAL-DOCTOR TRAINING IN AEROSPACE MEDICINE

Purpose.—The purpose of this training is to help supply a very few select medical doctors with specialized training which will prepare them for direct or supporting roles in the manned space effort.

History and description.—The program was initiated in 1963 with the award of a grant to the Harvard School of Public Health to support specialized training for three medical doctors in aerospace medicine. Under this program medical doctors work toward M.S. or Ph. D. degrees. The grant provides for: (1) Basic stipends and students allowance for a 12-month period, and (2) a negotiated amount of money which may be used by the institution to strengthen its programs in aerospace medicine. Since initiation of the first grant in 1963, one grant to support the studies of three medical doctors in aerospace medicine has been made each year.

Legal authorization.—The National Aeronautics and Space Act of 1958, as amended, 42 U.S.C. 2451 et. seq., as supplemented by the annual NASA authorizations acts (for example, "The National Aeronautics and Space Administration Authorization Acts of 1967," 80 Stat. 688).

Obligations, fiscal year 1967.—One grant was awarded in the amount of \$61,800 to support three medical doctors in the program.

I. UNDERGRADUATE SUMMER INSTITUTES

Purpose.—The principal goal of this program is to acquaint upper division undergraduates with some of the substantive problems of space science and engineering.

History and description.—This program was initiated in 1962 with the award of a grant to Columbia University for the support of a 6-week summer institute in space physics. Through fiscal 1967 only 10

such institutes have been supported. They include the fields of space physics, planetary physics, space technology, and space biology. Typical problems discussed in a summer institute concern the determination of the gravitational field about a body, the escape of the atmosphere from a planet, spacecraft guidance and control, and functions of the central nervous system in space. The institutes terminate with an in-depth visit to a NASA field center. The student receives basic stipend for living expenses and round trip travel to the university. The university receives a negotiated amount of funds to cover the expenses of conducting the program.

Legal authorization.—The National Aeronautics and Space Act of 1958, as amended, 42 U.S.C. 2451 et seq., as supplemented by the annual NASA authorizations acts (for example, "The National Aeronautics and Space Administration Authorization Act of 1967," 80 Stat. 688).

Obligations, fiscal year 1967.—Four contracts were awarded totaling \$178,100 to support four institutes.

J. RESIDENT RESEARCH ASSOCIATESHIP PROGRAM

Purpose.—The primary purpose of this program is to provide postdoctoral or senior postdoctoral investigators an opportunity to carry on advanced research in space-related science or technology in a NASA field center. A further purpose is to enhance the exchange of scientific knowledge with other countries in the free world through the training of non-U.S. nationals and to provide for the dissemination of space knowledge from NASA laboratories to university graduate training centers.

History and description.—The program was initiated in 1959 with tenure in the Theoretical and Space Sciences Division of the Goddard Space Flight Center. Since that time it has been expanded to include seven NASA installations. Scientists and engineers may participate in a wide range of research activities in the physical sciences, life sciences, and engineering. Appointments range from a few months to a year, depending on circumstances. Associates may be continued for periods longer than 1 year.

Legal authorization.—The National Aeronautics and Space Act of 1958 as amended, 42 U.S.C. 2451 et seq., as supplemented by the annual NASA authorizations acts (for example, "The National Aeronautics and Space Administration Authorization Act of 1967," 80 Stat. 688).

Obligations, fiscal year 1967.—Obligations of \$2,500,000 were made for the National Research Council—National Academy of Sciences—National Academy of Engineering, to administer this program in 1967.

K. SUMMER FACULTY FELLOWSHIP PROGRAM: RESEARCH

Purpose.—The purpose of this program is to further the professional knowledge of qualified engineering and science faculty; to stimulate an exchange of ideas between participants and NASA; and to enrich the research and teaching activities at the participants' home institution.

History and description.—In cooperation with the American Society for Engineering Education, this program was initiated in the summer of 1964 at three locations. Contracts are made with universities located near NASA centers and the program is carried out co-

operatively between NASA centers and one or more nearby universities. Young engineering and science faculty are selected to participate in each 10-week program. The participants usually spend about 75 percent of their time in the NASA center working on research projects which are of mutual interest to the faculty member and the center. The remaining 25 percent of their time is spent in seminars, workshops, or lectures, usually on the university campus. Stipends to the participants are intended to match the salary at his home institution but not to exceed a fixed maximum amount. The university receives a negotiated amount of money to cover the expenses of the program.

Legal authorization.—The National Aeronautics and Space Act of 1958 as amended, 42 U.S.C. 2541 et seq., as supplemented by the annual NASA authorizations act (for example, "The National Aeronautics and Space Administration Authorization Act of 1967," 80 Stat. 688).

Obligations, fiscal year 1967.—Seven contracts were awarded totaling \$747,500 to carry out this program.

L. SUMMER FACULTY FELLOWSHIP PROGRAM: ENGINEERING DESIGN

Purpose.—The purpose of this program is to provide an opportunity for young faculty members to increase their competence and to develop concepts which will enable them to organize multidisciplinary engineering systems design courses at their home institutions.

History and description.—This program was started at one location during the summer of 1966 and expanded to three locations during the summer of 1967. For 10 weeks, young faculty members from various engineering and science disciplines work on a broad design program which requires an integrated or team approach. The participating faculty members will be based principally on the university campus but will work cooperatively with personnel at the nearby NASA center on their design problem.

Stipends for the participants are intended to match the salary at their home institution but not to exceed a fixed maximum amount. The university receives a negotiated amount of money to cover the expenses of the program.

Legal authorization.—The National Aeronautics and Space Act of 1958 as amended, 42 U.S.C. 2451 et seq., as supplemented by the annual NASA authorizations acts (for example, "The National Aeronautics and Space Administration Authorization Act of 1967," 80 Stat. 688).

Obligations, fiscal year 1967.—Three contracts were awarded totaling \$289,560 to carry out this program.

CHAPTER 27. NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

A. INTRODUCTION AND SUMMARY

National Endowment for the Arts.--Education programs assisted or initiated by the National Endowment for the Arts may be considered in two categories: (1) projects directly involved with arts education, and (2) projects which are basically of value within one arts discipline (literature, theater, dance, etc.), but have important educational impact. Many of these programs are innovative in nature. The laboratory theater programs initiated in Rhode Island, New Orleans, and Los Angeles, for example, were cooperatively funded by the Endowment, by the U.S. Office of Education, and by the local community.

Of the \$1,604,780 in programs providing aid to education in the arts expended by the National Endowment for the Arts during fiscal year 1967, nearly \$1 million was allocated to organizations creating new opportunities for young audiences to take part in music and theater programs. According to information from the Endowment, it is not possible, except in those cases specifically excepted in pages following, to separate operating costs from those of the other administrative expenses of the grants.

National Endowment for the Humanities.--The purpose of the National Endowment for the Humanities is to foster and support education in the humanities and humanistic social sciences for the general public as well as for those in academic institutions, so that these fields can make a maximum contribution to the life of the Nation now and in the future. According to the law establishing the Endowment, "the term 'humanities' includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archeology; the history, criticism, theory, and practice of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment."

The four operating divisions of the Humanities Endowment are aimed at supporting different types of educational activities. The Division of Education provides support mainly to public and nonprofit private institutions of higher education for the improvement of teaching in the humanities through formal courses or otherwise. Some grants are made by this Division to bring elementary and secondary schools into closer sustained contact with institutions of higher education. The Division of Public Programs provides support to many kinds of institutions and organizations, such as the news media, public libraries, museums, university extension programs, nonprofit educational groups, etc., for the support of projects in the interest of the general public or some segment of the public. The Division of Fellowships provides direct support to individuals for postdoctoral (or equiv-

alent) study in the humanities or humanistic social sciences. The Division of Research provides grants for projects, generally sponsored by institutions, in basic research and editing and publishing in the humanities and humanistic social sciences. The Endowment attempts to be innovative and set a national example in all of its programs.

Obligations for the programs of these four divisions for the fiscal year 1967 amounted to \$4,009,242, including \$42,000 available through unrestricted gifts and Treasury matching. The Endowment has reported that it is not possible to separate operating costs from the administrative costs of the grants. Direct administrative costs of the Endowment were \$481,000 in the fiscal year 1967. This figure includes the operation of the other two offices of the Endowment, the Office of Planning and Analysis (which makes a limited number of grants) and the Office of the Chairman.

B. PROGRAMS OF THE NATIONAL ENDOWMENT FOR THE ARTS

Programs in Education

1. GRANT TO NORTH CAROLINA SCHOOL OF THE ARTS

Purpose.—The purpose of this program was to enable American college students in the field of music to attend the Siena summer school session in Siena, Italy.

History and description.—In 1967 the North Carolina School of the Arts held a summer session in Italy in conjunction with the Italian Government. The School of the Arts summer session was for college students of piano, voice, composition, conducting and orchestral instruments.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$4,500 in matching funds was granted for 10 individual scholarships.

2. GRANT TO ELMA LEWIS SCHOOL OF FINE ARTS, BOSTON

Purpose.—The purpose of this grant was to provide sufficient funds to enable the school's director to continue her work during a critical period of the school's financing.

History and description.—The Elma Lewis School of Fine Arts has been operating in the "culturally deprived" Roxbury-North Dorchester area of Boston for more than 16 years. Young people have received training in depth in the arts and humanities under the tutelage of professional people in their respective fields. Up until the grant was given by the Endowment, the school had been supported by individual neighborhood contributions, nominal tuition fees, and local fundraising activities.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$3,500 was granted for operating expenses.

3. STUDY OF COLLEGE ENTRANCE EXAMINATIONS AND ADMISSION REQUIREMENTS

Purpose.—The purpose of this study was to revise the curriculum and strengthen the quality of instruction in the arts at all levels of

education, and to study in detail the impact of college admission requirements and standardized examinations with special reference to the arts.

History and description.—This study was undertaken due to the relatively minor role the arts play in educational institutions.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$33,000 in matching funds was granted for operating expenses.

4. FORDHAM UNIVERSITY PROJECT

Purpose.—The purpose of this program is to develop superior teaching methods by using exceptional films dealing with literature and other arts forms which will stimulate effective communication among secondary students.

History and description.—The Fordham University project was initiated in June 1967. The plans for the project are to make a survey of existing practices of motion picture study at the elementary and secondary school levels; to inform the public of motion picture developments through talks, publications, and other media; to organize a variety of seminar and institute programs to equip teachers with guidelines for the teaching of film study and to provide a focus and framework for the active cooperation of professionals within the media.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$71,780 in matching funds was granted for operating expenses.

Educational State Programs

5. GRANTS-IN-AID TO STATES FOR FEDERAL PARTICIPATION IN STATE PLANS OF DEVELOPMENT FOR THE ARTS

Purpose.—The purpose of these grants is to assist the States in supporting existing arts projects and in developing new arts projects in order to furnish adequate programs and services in the arts to all the people and communities in each of the States.

History and description.—Fiscal year 1967 was the first year of this program and much of the initial year's effort was expended in establishing State arts agencies in each of the 50 States and four of the five special jurisdictions. The enabling legislation (Pub. Law 89-209) required that each State designate an official State arts agency to act as sole administrator of the Federal/State partnership in that State. In order to assist those States not already having such an agency, it was made possible for a State to apply for a one-time \$25,000 non-matching grant to develop the agency and formulate a plan for the States participation in the program. Approximately half of the Federal funds available were expended on this one-time developmental effort with the other half expended on projects and productions considered beneficial to the populations of the several States and jurisdictions. The funds available for projects were required to be matched on a one-for-one basis and enabled the States to fund 250 separate and distinct activities. Since the final financial and evaluative reports are not yet due from the States, it is impossible to determine accurately

how many of these projects were directly educational. However, preliminary reports indicate that approximately 50 of these were directly educational in nature. These educational projects ranged from inschool performances by professional performing artists to workshops and master classes providing advanced training for artists in all disciplines.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—Obligations for both nonmatching developmental grants and matching project grants totaled \$1,987,853. Until the final financial reports are received from the States it is impossible to determine the amount expended on strictly educational projects.

6. AMON CARTER MUSEUM PROJECT

Purpose.—The purpose of this grant is to establish a research project for the development of new and broader uses of existing museum resources so that these resources may become a working component in the public educational system.

History and description.—This program is dedicated to the preparation of a pilot project in curriculum organization, teacher training, and museum teaching materials. In its final phase, the trained teachers would apply methods and materials in classroom experience.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$30,000 in matching funds was granted for operating expenses.

Educational Program in Theater

7. LABORATORY THEATER PROJECT

Purpose.—The purpose of this grant is to present free daytime performances of classic plays to secondary schoolchildren.

History and description.—This is a cooperative effort between the National Endowment for the Arts and the U.S. Office of Education, initiated in the fall of 1966. This project enables professional theater companies in Providence, New Orleans, and Los Angeles (begun in fall 1967) to present five daytime performances a week to secondary schoolchildren in public and parochial schools of the areas served. Plays are coordinated with school curriculum and special demonstrations and lectures are given as a supplemental aid to classroom work.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$681,000 in matching funds was granted for operating expenses.

8. GRANT TO AN INDIVIDUAL

Purpose.—The purpose of this grant is to make a survey of theater in the secondary schools of the United States.

History and description.—This is a grant to an individual to undertake the survey.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$7,000 was granted for operating expenses.

9. GRANT TO THE "AMERICAN THEATRE OF BEING"

Purpose.—The purpose of this grant was to support theater presentations in high schools in the so-called depressed areas of Los Angeles.

History and description.—The "American Theatre of Being" is a professional group whose primary aim is "to fill the void in the American theater caused by the prominent absence of the Negro and non-Negro authors." This grant matched a grant made by the Los Angeles School Board to tour "For My People Now," a dramatic presentation of verse and poetry by predominately Negro authors.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$9,000 in matching funds was granted for operating expenses.

10. GRANT TO ST. JAMES COMMUNITY HOUSE, SCHOOL OF THE ARTS (HARLEM, NEW YORK CITY)

Purpose.—The purpose of this grant is to launch a program in theater training for teenagers in the Manhattan area (Harlem) served by St. James Community House and to expand its music program.

History and description.—St. James Community House, School of the Arts has operated for several years with primary concentration in the musical field. The new theater program concentrates on teaching of theater skills and the performing of plays in a workshop situation. This grant matched one made by the New York State Council on the Arts.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$24,500 in matching funds was granted for operating expenses.

11. GRANT TO "AMERICAN PLAYWRIGHTS THEATRE"

Purpose.—The purpose of this grant is to arrange for the production of new plays by established playwrights in its 153-member theaters, about half of which are located in universities and colleges.

History and description.—The American Playwrights Theatre selects each year one or two new plays by well-known playwrights which are given first productions (before New York City) in member theaters. A pilot production is done first in one theater and the resulting finished script is performed by the other member groups.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$30,000 in matching funds was granted for operating expenses.

Educational Programs in Architecture, Planning, and Design

12. STUDENT TRAVEL GRANTS

Purpose.—The purpose of these grants was to enable deserving students of architecture, planning, and landscape architecture to broaden their perspective and advance their knowledge by seeing outstanding examples of American environmental design, past and present.

History and description.—There were previously a number of travel grants available to students after they completed their studies, but

none for students prior to graduation. As the number of years of study increase in all fields of design, it has become more important for students to be able to travel and see works of architecture, landscape architecture, and planning before leaving school. The endowment gives grants of \$500 each to students, for the summer before their final year, to travel anywhere within the United States. The selected student must be a citizen of this country, and be working toward a degree in one of the above-mentioned fields. Travel must total cumulatively at least 3 weeks.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—Seventy-five grants of \$500 each, totaling \$37,500 were obligated.

Educational Programs in Literature

13. GRANT TO THE RADCLIFFE INSTITUTE FOR INDEPENDENT STUDY

Purpose.—The purpose of this grant was to increase the minimum stipends of eight women writers from \$2,000 to a sum more commensurate with their individual needs.

History and description.—The fellowship program of the Radcliffe Institute for Independent Study was started in 1960, to offer the woman with a professional career the opportunity to carry forward a research or creative project while maintaining her domestic and familial responsibilities. Recipients are selected competitively through application, and their grants are renewable. Women on half-time fellowships receive up to \$3,000, full-time fellows up to \$7,000. The institute's program falls into four categories: fellowships, guidance, research, and seminars. The institute supplies the particular facilities each woman needs for productive work, as well as giving her access to all the libraries and museums of the area, and providing her with study or studio space.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$25,000 in matching funds was granted for operating expenses.

14. GRANTS TO THE ACADEMY OF AMERICAN POETS

Purpose.—The purpose of these grants was to finance a pilot project of poetry in high schools.

History and description.—The Academy of American Poets was founded in New York in 1934. In February, 1966, the academy was awarded a matching grant to support a program of dialogs and poetry readings in New York City high schools for the spring semester. Similar projects were also undertaken in Pittsburgh in September 1966 and in Detroit, February 1967; 200 additional high schools in New York City asked to participate in this program, and the endowment made a supplemental grant of \$33,000 for this purpose. Part of this helped finance an additional poetry series in the Nassau County School District on Long Island. The academy applied funds left over from the initial grant toward continuation of the series in San Francisco Bay area schools for September 1967.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$79,750 in matching funds was granted for operating expenses: New York, \$46,052; Pittsburgh, \$10,000; Detroit, \$15,000; and San Francisco Bay area, \$8,698.

Educational Programs in Music

15. GRANT TO THE AMERICAN CHORAL FOUNDATION

Purpose.—The purpose of this grant was to aid in financing an 8-week summer institute for choral conductors, oriented toward experience with professional orchestras to be held in the summer of 1968.

History and description.—This was a matching grant. The workshop by the American Choral Foundation would stress study and performance practice in particular historic periods of music literature, with emphasis on the total musical approach to choral orchestra works.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$50,000 was granted for operating expenses.

16. GRANT TO BENNINGTON (Vt.) COMPOSERS CONFERENCE

Purpose.—This grant was given to assist an established 2-week summer conference for young composers.

History and description.—The Bennington Composers Conference is a national, established 2-week summer conference which gives young composers the opportunity to hear their own works and have them heard by people influential in the music world. The council approved a matching grant to assist with expansion of the conference's scholarship program, especially to include young composers from distant parts of the United States.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$13,000 was granted in matching funds for operating expenses.

17. GRANT TO HOFSTRA UNIVERSITY

Purpose.—This grant was given to lend financial support to a workshop for the repair and maintenance of stringed instruments.

History and description.—In recognition of the shortage of craftsmen trained in the careful and expert maintenance of stringed instruments, particularly at the school levels, Hofstra University sponsored a workshop on the repair and maintenance of stringed instruments during the summer of 1967.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$4,850 was granted in matching funds for operating expenses.

18. GRANT TO METROPOLITAN OPERA NATIONAL CO.

Purpose.—This grant was made to enable the Metropolitan Opera National Co. to give student matinee performances.

History and description.—This matching grant from the National Endowment for the Arts enabled the Metropolitan Opera National Co. to give additional performances for labor groups and students in many States.

Legal authorization.--Public Law 89-209, as amended.

Obligations, fiscal year 1967.--\$150,000 was granted in matching funds for operating expenses.

19. GRANT TO THE NATIONAL MUSIC CAMP

Purpose.--A matching grant was made to the National Music Camp in Interlochen, Mich., to assist the "camp" in hosting the Seventh International Conference of the International Society for Music Education.

History and description.--The conference, held in Interlochen August 18-26, 1966, was the first meeting of the society in the United States. The theme for the meeting was the contribution of music education to the understanding of foreign cultures, past and present.

Legal authorization.--Public Law 89-209, as amended.

Obligations, fiscal year 1967.--\$25,000 was granted in matching funds for operating expenses.

20. GRANT TO NEW YORK CITY OPERA

Purpose.--The purpose of this grant was to assist a training program for young singers and conductors.

History and description.--A matching grant to the New York City Opera enabled expansion of its training program for assistant conductors and singers.

Legal authorization.--Public Law 89-209, as amended.

Obligations, fiscal year 1967.--\$40,000 was granted in matching funds for operating expenses.

21. GRANT TO THE SAN FRANCISCO OPERA

Purpose.--The purpose of this grant was to assist in the formation of a western opera theater.

History and description.--This grant was made to the San Francisco Opera Co. for a 1-year pilot project to create a small, flexible opera ensemble to perform condensed and full-length versions of opera, for schoolchildren, neighborhood organizations, and labor groups.

Legal authorization.--Public Law 89-209, as amended.

Obligations, fiscal year 1967.--\$115,000 was granted in matching funds for operating expenses.

22. GRANT TO AN INDIVIDUAL

Purpose.--The purpose of this grant was to finance an inquiry into the feasibility of bringing a specific type of music education to the United States.

History and description.--In an effort to improve music education in our country, the council made a study grant to an individual to explore the feasibility of bringing the Kodaly method of music education, used in Hungary, to the United States.

Legal authorization.--Public Law 89-209, as amended.

Obligations, fiscal year 1967.--\$12,150 was granted in matching funds for operating expenses.

C. PROGRAMS OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

1. PROGRAMS OF THE DIVISION OF EDUCATION

Purpose.—The general purpose of the programs of the education division is to improve the quality of teaching in the humanities and humanistic social sciences either through formal courses or through the extramural responsibilities of institutions in order to increase the vitality and significance of the humanities for every student.

History and description.—The Division of Education was established soon after the formation of the Endowment for the Humanities by the National Foundation on the Arts and Humanities Act of 1965. The first programs began actual operation in the fiscal year 1967.

In the first operating year, there were three principal activities funded under this division: (1) institutional cooperation to permit a pooling of resources and faculties among colleges and universities in the same region in order to provide maximum opportunities for each student and teacher; (2) improvement of teaching personnel in colleges and universities through teaching residencies whereby a graduate student or young instructor planning a career in higher education spends a year at an outstanding college teaching under the guidance of an older, experienced faculty member; and (3) improvement of the humanities curriculums in elementary and secondary schools principally by means of fostering sustained contact between the staffs of higher educational institutions, and the staffs of elementary and secondary schools.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$272,150 (includes \$42,000 available through unrestricted gifts and Treasury matching).

2. ACTIVITIES OF THE DIVISION OF PUBLIC PROGRAMS

Purpose.—The Division of Public Programs has as its objective the stimulation of public interest in the humanities in order to help create in American public life a climate in which the human dimensions of problems can be more clearly seen, and more centrally considered.

History and description.—The Division of Public Programs was established soon after the formation of the Endowment for the Humanities by the National Foundation on the Arts and Humanities Act of 1965. The first programs began actual operation in fiscal year 1967.

The initial activity in the public program division centered on museums and historical societies as institutions largely concerned with disseminating information concerning the humanities to the public. Funds were made available for the improvement of the professional staffs of these institutions through fellowships, internships, seminars, and institutes. The endowment has maintained this activity, but has increasingly experimented with activity in support of other kinds of institutions to bring a humanistic component into their programs aimed at the public. As a result, grants have been made to the various media, to universities and university extension programs, to public libraries, to nonprofit educational groups, etc., for support of activities in the interest of the general public or some segment of the public.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$431,780.

3. ACTIVITIES OF THE DIVISION OF RESEARCH

Purpose.—The purpose of the programs of the Division of Research is to stimulate and support research and writing that contribute to the national welfare through the discovery and the application of knowledge in the humanities and humanistic social sciences through teaching and other means.

History and description.—The Division of Research was organized soon after the establishment of the endowment for the humanities by the National Foundation on the Arts and Humanities Act of 1965. As with the other three divisions of the endowment, actual operation of activities was begun in fiscal year 1967.

In fiscal year 1967, projects in the following categories were supported: (1) scholarly research projects in the humanities and humanistic social sciences, including necessary aids to scholarly research; (2) the preparation of editions of important writings; and (3) projects to foster the interchange of information in the humanities. Special interest was given to proposals dealing with the origin and development of American culture and to those whose results might have direct implications for present and emerging national problems.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$1,508,498.

4. PROGRAMS OF THE DIVISION OF FELLOWSHIPS

Purpose.—The purpose of the programs of the Division of Fellowships is to stimulate excellence in teaching and research in America's colleges and universities by providing scholars with time for uninterrupted study and research.

History and description.—The Division of Fellowships was established soon after the formation of the endowment for the humanities by the National Foundation on the Arts and Humanities Act of 1965. The first programs began actual operation in the fiscal year 1967. In the first operating year, three separate fellowship activities were inaugurated: (1) summer stipends for younger scholars; (2) fellowships for younger scholars; and (3) senior fellowships.

The summer stipends and fellowships for younger scholars are intended to give promising young scholars time and opportunity for development during the early years of their professional life when the teaching load is the heaviest. The individuals are nominated by the institution with which they are affiliated (unless they are not affiliated with an institution), and an institution nominates only one applicant for each kind of award. Applications for specific projects are submitted by the individual and the award is made to the individual.

Senior fellowship awards are for mature scholars who have produced significant original work. They need not be nominated by an institution. Awards may be for further study in a scholar's central area of interest or for general study in a tangential field. The hoped-for result is a study bringing previous smaller studies into synthesis with new insights of major consequence; and/or the preparation of a work with broad public relevance and appeal.

Legal authorization.—Public Law 89-209, as amended.

Obligations, fiscal year 1967.—\$1,826,814.

CHAPTER 28. ACTIVITIES OF OTHER INDEPENDENT AND QUASI-OFFICIAL AGENCIES

Besides the Federal departments and independent agencies that carry out educational activities already described in this report, a number of other Federal agencies and several quasi-official corporations conduct a variety of programs in the broad field of education. Among these other Federal agencies, the most common form of educational program is employee training. However, these programs differ widely, not only in regard to subject matter to fulfill the purposes of the agency concerned, but also in method, in means, and in cost.

Some of the educational programs conducted and/or financed by agencies covered in this chapter are: seminars for Federal judges; training in the techniques and approaches used in applying cost-effectiveness analysis to public activities; courses in writing, editing, and printing; training of military reservists; training for bank examiners; training of foreign nationals in specialized fields; dissemination of botanical information; and conduct of a public school system (by the Panama Canal Zone government).

The agencies, operating under the Government Employees Training Act of 1958, may utilize, according to their needs, one, or two of all three of these available means: (1) inservice (including orientation and on-the-job training); (2) interagency (supplied on a reimbursable basis); and (3) out-of-agency (in the private universities and, occasionally, corporations).

Some other agencies, due to their character or size, have reported relatively small educational programs (under \$25,000). Among these are: the President's Committee on Employment of the Handicapped, the Railroad Retirement Board, the Foreign Claims Settlement Commission, the Securities and Exchange Commission, the Renegotiation Board, the Export-Import Bank, the Arms Control and Disarmament Agency, the Office of Emergency Planning, the U.S. Tariff Commission, the President's Council on Youth Opportunity, and the Interstate Commerce Commission.

Some other agencies, not here included, have expressed the opinion, as did the U.S. Commission on Civil Rights, that their activities "to inform and educate the Nation" did not fall within the scope of this survey. Some other agencies, not here included, have reported small, inservice educational programs with obligations not separable from general funds.

The quasi-official agencies are in a class by themselves.

The National Academy of Sciences (NAS), National Research Council (NRC), and National Academy of Engineering (NAE) are not Government agencies; but close ties exist between them and the Federal Government. The congressional charter (12 Stat. 806, March 3, 1863) under which they operate, requires them to serve as advisers to the Government in matters of science and engineering. Education in these

fields, particularly at the college, graduate, and postdoctoral levels, is a basic concern of the Academies and the Research Council. Although they receive funds from both public and private sources by contribution, grant or contract, the Academies and the Research Council receive no direct Federal appropriations. Financial support for many of their educational projects is reflected, in whole or in part, in the educational costs reported by the contracting Federal agencies. A few examples of NAS, NRC, and NAE programs are described in this chapter because of the roles these private quasi-official agencies play as Federal advisers and because of the magnitude of their educational activities.

Identified obligations for the programs included in this chapter amounted to \$18,249,790 for the fiscal year 1967.

A. THE NATIONAL ACADEMY OF SCIENCES, NATIONAL ACADEMY OF ENGINEERING, AND NATIONAL RESEARCH COUNCIL

1. FELLOWSHIP PROGRAMS

Purpose.—The purpose of these programs is to assist highly able scientists and engineers to obtain advanced education and opportunities for research at the predoctoral or postdoctoral level.

History and description.—Involvement in these activities goes back to the National Research Council (NRC) fellowship program, the first major fellowship program in this country, inaugurated in 1919. The Fellowship Office of the Office of Scientific Personnel currently receives and processes over 10,000 applications for fellowships per year, arranges for their evaluation by panels of scientists and engineers, and reports the results in rank-ordered lists to the agency sponsoring the program. Essentially all of the scholarly disciplines are eligible fields of study in these programs except the humanities. Clinical fields and certain other professional fields also are included. The major part of this activity is conducted under contract with the National Science Foundation (NSF) in the well-known NSF graduate fellowship program, the NSF postdoctoral fellowship program, the NSF senior postdoctoral fellowship program, and the NATO postdoctoral fellowship program. In some fellowship programs, such as the Picker Foundation fellowships in radiology, conducted by the Division of Medical Sciences, NRC responsibility goes beyond the selection of awardees and includes the complete administration of the program, including the payment of stipends and the monitoring of the work of the fellows.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

2. ASSOCIATESHIP PROGRAMS

Purpose.—The purpose of these programs is to provide carefully selected scientists and engineers, mainly at the postdoctoral level, with opportunities for research at major Federal laboratories throughout the country.

History and description.—Applications are reviewed by panels within the Office of Scientific Personnel in the postdoctoral research associateship programs for 17 Government research organizations.

These programs provide 1 or 2 years of postdoctoral research experience to over 200 Ph. D.'s each year in a variety of fields of science and engineering, selected from among more than twice as many candidates. Certain of the research associateship programs are open to noncitizens, as well as to citizens of the United States. In type I programs, qualified candidates are recommended to the participating laboratory in rank-ordered lists. Following the order of these lists, the laboratory offers a certain number of temporary GS-12 civil service appointments on the basis of the NRC recommendation. In others, designated type II, successful candidates receive direct NRC appointments. Currently certain laboratories of the Department of Defense, Department of Commerce, Department of Agriculture, Department of Health, Education, and Welfare, National Aeronautics and Space Administration, and the Smithsonian Institution participate in this program.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

3. INTERNATIONAL STUDY PROGRAMS

Purpose.—The purpose of this program is to enable U.S. citizens to study or teach abroad and to provide similar opportunities for foreign nationals to study or lecture in this country.

History and description.—In the senior part of the Fulbright program, administered under a contract between the Department of State and the National Academy of Sciences, over 700 U.S. professors and research scholars are selected and nominated to the Department of State each year for assignments at foreign universities. Under the same program, about 900 foreign scholars are annually selected and assigned for lecturing and research at centers of higher learning in the United States.

Under the International Atomic Energy Agency fellowship program, approximately 40 students at advanced levels are brought to the United States each year to pursue courses of study at universities or research laboratories leading to specialties in the peaceful uses of nuclear energy. The international university fellowship program in space science, conducted for the National Aeronautics and Space Administration, provides opportunities for about 40 students each year for study at advanced levels in fields related to space exploration at about 30 universities in the United States.

In addition, several of the fellowship and associateship programs described above make available support for foreign study and research by U.S. citizens, and others are open to foreign nationals who wish to study in this country. The role of the National Research Council differs from one program to another, ranging from placement of advanced students who have been selected by other organizations to the complete administration of a program.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

4. PROGRAMS OF INTERNATIONAL COOPERATION IN EDUCATION

Purpose.—The purpose of this program is to promote international cooperation in the solution of common problems in education.

History and description.—The U.S. scientific community adheres to the International Council of Scientific Unions through two dozen or more National Research Council committees representing the various disciplines. The activities of these committees—covering a wide range of interests in science and engineering, including education in those fields—are coordinated by the Office of the Foreign Secretary. The participation of U.S. citizens in international efforts to improve the teaching of science and engineering is facilitated by this means, and assistance is given to international educational projects, including the organization of international conferences on educational topics.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

5. MAINTENANCE OF EDUCATIONAL DATA BANKS AND PROVISION OF INFORMATION SERVICES

Purpose.—The purpose of this program is to collect and store in readily retrievable form data pertaining to higher education in the United States, particularly concerning recipients of the earned doctorate, and to make this information widely available.

History and description.—In the survey of earned doctorates, conducted annually by the Office of Scientific Personnel, recipients of research doctoral degrees in the United States complete and return a questionnaire dealing with their educational backgrounds, fields of specialization, and postdoctoral plans. A computerized data bank based on this survey now contains information about over a quarter of a million doctorate recipients. Tables of the results of statistical analyses of data from this and other data banks are published regularly, and special printouts can be arranged as a service to qualified investigators. The work is supported by the National Science Foundation and the U.S. Office of Education.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

6. EDUCATIONAL AND MANPOWER STUDIES

Purpose.—The purpose of these studies is to increase understanding of higher education and manpower requirements, especially in the sciences and engineering, by carrying out special studies and making widely available their results.

History and description.—Under the aegis of the Committee on Science and Public Policy of the National Academy of Sciences, with co-operation from the Divisions of the National Research Council, major reports have been published on the status, the outlook, and the needs of the fields of astronomy, chemistry, physics, and the plant sciences, and similar reports are being prepared in mathematics, the life sciences, and the behavioral and social sciences. The reports, which deal with the state of science and its potentials for progress and productivity in the

years immediately ahead, have much to say about educational requirements and opportunities in the fields treated.

Special commissions, such as the Commission on Human Resources and Advanced Education and the Scientific Manpower Commission associate their efforts with those of the various units of the National Research Council to further understanding of education and manpower utilization.

Some studies currently in progress within the Office of Scientific Personnel are: a study of doctorates awarded in the field of engineering, a study of postdoctoral education in the United States, a study of career patterns of doctorate recipients in the sciences, and an evaluative study of research training grant programs in the general medical sciences. These studies are supported by many Government agencies and private foundations including the National Science Foundation, the National Institute of General Medical Sciences, the National Aeronautics and Space Administration, the National Endowment for the Humanities, the National Institutes of Health, the Sloan Foundation, and the Ford Foundation.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

7. OTHER EDUCATIONAL ACTIVITIES

Purpose.—The purpose of these programs is to promote education in the sciences and engineering by a wide variety of means.

History and description.—Many different kinds of activities are included, and only a few examples can be given. The National Academy of Engineering sponsored a symposium on the status of engineering education and the role of the Academy in education on October 13, 1966. In 1966 the NAS-NRS Commission on Education in Agriculture and Natural Resources held a conference on the topic, "Undergraduate Teaching in the Animal Sciences," whose proceedings were subsequently published. Career guidance material about oceanography has been made available to guidance counselors by the Committee on Oceanography.

Legal authorization.—12 Stat. 806, March 3, 1863; Executive Order 10668, 1956; and by contract according to program.

Obligations, fiscal year 1967.—Not applicable.

B. ADMINISTRATIVE OFFICE OF THE U.S. COURTS

1. SEMINARS FOR JUDGES

Purpose.—The purpose of this program is to conduct seminars on a regional basis at which small groups of new district judges can discuss the problems of judicial administration with experienced trial judges and thus benefit the administration of justice.

History and description.—The Judicial Conference of the United States report for the September 1961 session, declared it to be the "sense of the conference" that seminar meetings for judges "would be beneficial to the administration of justice." It was suggested that the program should cover "such matters as fundamental court procedures, techniques of effective judicial administration, jurisdiction, and sub-

stantive problems arising in suits brought under Federal statutes." It was further suggested that the program should be conducted "in the manner of the classic university seminar" and that participation be limited to new district judges and those experienced trial judges chosen as panel members or discussion leaders.

The program went into operation in 1962, the year following the enactment of Public Law 87-36, approved May 19, 1961, which created 73 additional judgeships for the Federal judiciary. During 1962, three seminars for newly appointed U.S. district judges were held, and other seminars have been held in succeeding years.

Legal authorization.—Annual Judiciary Appropriation Act.

Obligations, fiscal year 1967.—None. No seminars for judges were held during that year.

2. SENTENCING INSTITUTES

Purpose.—The purpose of these institutes, in the interest of uniformity in sentencing procedures, is to study, discuss, and formulate the objectives, policies, standards, and criteria for sentencing those convicted of crimes and offenses in the courts of the United States.

History and description.—This sentencing institute program was begun in 1959, when the first pilot institute was held. Subsequent institutes on both an individual and a multicircuit basis have been conducted in succeeding years.

Legal authorization.—28 U.S.C. 334.

Obligations, fiscal year 1967.—\$14,889.

3. SEMINARS FOR REFEREES IN BANKRUPTCY

Purpose.—The purpose of these seminars is twofold: First, to achieve a greater degree of procedural uniformity in the bankruptcy courts throughout the country and, second, to provide a forum where newly appointed referees can discuss with each other and with selected experienced referees the procedural and administrative problems which confront them daily.

History and description.—This seminar program went into operation in 1964 and subsequent seminars have been held each year since that time. In addition to these regular annual seminars, regional seminars are held at various intervals during the year.

Legal authorization.—Annual Judiciary Appropriation Act.

Obligations, fiscal year 1967.—\$21,244.

4. REGIONAL INSERVICE TRAINING INSTITUTES

Purpose.—The purpose of these institutes is to offer probation officers an opportunity to meet together and, with representatives of cooperating agencies, to evaluate current practices and consider new procedures in their profession.

History and description.—This inservice training program was begun in 1930. In that year by authority of the Attorney General, who at that time was administratively responsible for the probation service, the first conference was held at Louisville, Ky. The Administrative Office of the U.S. Courts was created by legislation in August 1939 and in 1942 the Judicial Conference of the United States, the

governing body of the courts, recommended the creation of a position of assistant chief of probation for training. One of the primary functions of this position was organizing and conducting inservice training institutes. These meetings were previously held for 5 days, and as far as funds permitted officers were invited to attend every other year. At present each meeting lasts 3 days and the frequency is once every 3 years for each officer.

Legal authorization.—Annual Judiciary Appropriation Act.

Obligations, fiscal year 1967.—\$15,398.

5. FEDERAL PROBATION TRAINING CENTER

Purpose.—The purpose of the training center is to provide orientation and basic training to newly appointed Federal probation officers and periodic refresher courses for all officers.

History and description.—In October 1949 the Judicial Conference of the United States authorized the creation of a training center for Federal probation personnel. The center was established in connection with the probation office of the U.S. District Court for the Northern District of Illinois at Chicago through the joint efforts and cooperation of the Administrative Office of the United States Courts, the U.S. district court, and the School of Social Service Administration of the University of Chicago. The first classes were convened in 1950. Currently seven 1-week classes of approximately 25 officers each are conducted each year, two of which are for orientation and the remainder for retraining.

Legal authorization.—Authority of Judicial Conference of the United States—28 U.S.C. 331 and 28 U.S.C. 604(a)(12).

Obligations, fiscal year 1967.—\$29,309.

C. BUREAU OF THE BUDGET

1. ORIENTATION OF NEW PROFESSIONAL STAFF MEMBERS

Purpose.—The purpose of this activity is to integrate new professional staff members into the Bureau as rapidly and effectively as possible, to maximize their productivity as early as that can be attained, to give the new staff members a feeling for the history and evolution of the Bureau, its organization and various functions, its approach and policies with regard to its responsibilities, and to heighten their morale and sense of teamwork.

History and description.—The orientation program was begun in 1949, for new appointees from the junior management assistant examination. Later other appointees, from such examinations as management analyst and economist, were added. Attendance was expanded in 1954 to include more senior professionals who had transferred from other Government agencies. Top Bureau staff, including the Director, participate in the conduct of the sessions.

Legal authorization.—Budget and Accounting Act, 1921, 31 U.S.C. 1-24; and Government Employees Training Act, 5 U.S.C. 4101-4118.

Obligations, fiscal year 1967.—Exact records not kept. Estimated costs: \$750 for instruction, arrangements, and management; \$6,300 for salaries of trainees during attendance, or slightly more than \$7,000.

2. COURSE IN COST EFFECTIVENESS OF PUBLIC EXPENDITURES

Purpose.—The purpose of this program was to acquaint key intermediate and senior level staff members with analytical techniques and approaches used in applying cost effectiveness analysis to public type activities, in keeping with the President's program of implementing planning, programming and budgeting systems throughout the executive branch.

History and description.—This course was given once in fiscal 1967 as part of the PPBS program. No plans for continuation have been made.

Legal authorization.—(Same as above.)

Obligations, fiscal year 1967.—Exact records not kept. Estimated costs: \$215 for instruction, arrangements, and management; \$1,725 for salaries of trainees during attendance; total, \$1,940.

D. CANAL ZONE GOVERNMENT

1. OPERATION OF THE CANAL ZONE PUBLIC SCHOOLS

Purpose.—The purpose of this operation is to provide educational facilities for all residents of the Canal Zone and for nonresident U.S. citizens who are employed by the U.S. Government in the Republic of Panama.

History and description.—On September 2, 1904, the same year that the United States secured control over the Canal Zone, the Isthmian Canal Commission authorized the establishment of a school system and on January 21, 1905, placed it under the supervision of the collector of revenues. On December 2, 1905, a superintendent of schools was appointed, and on January 2, 1906, the first public school under the jurisdiction of the U.S. Government was opened at Corozal. In May 1906, the schools were turned over to the Bureau of Municipalities. Seven months later the educational system had reached such size that it was made a separate division and placed under the direction of the department of law and government. When the canal was completed in 1914 and the permanent organization of the Panama Canal was established the division of schools was placed in the executive department under the jurisdiction of the executive secretary. The system of administration was reorganized on July 1, 1950, and the Division of Schools was placed in the Civil Affairs Bureau. The superintendent of schools of the Canal Zone administers the public schools of the Canal Zone, under the general direction of the Director of Civil Affairs, as a function of the Civil Affairs Bureau. The Director of Civil Affairs is responsible to the Governor of the Canal Zone.

There is no body of school laws in the Canal Zone. The school system is governed by administrative regulations rather than statutory enactments. School attendance is not compulsory at any grade level. However, school enrollment represents a high percentage of resident children of appropriate age in the Canal Zone.

Congress initially appropriates funds for the entire cost of the Canal Zone Government, including its educational program. Amounts expended by the Canal Zone Government for furnishing education to employees of agencies of the United States and their dependents, other than the Panama Canal Company and the Canal Zone Government, less

tuition payable by such employees and their dependents, are repaid to the Canal Zone Government by such agencies.

Tuition fees received by the Canal Zone Government and the amounts paid by other government agencies are deposited in the U.S. Treasury. The difference between the total of these amounts and the total cost of operating the schools is repaid to the Treasury by the Panama Canal Company, which is required by law to reimburse the Treasury, as nearly as possible, for the net difference between the appropriation for the Canal Zone Government and the receipts for its services.

The Canal Zone program of public education provides two types of schools—the Latin American schools and the U.S. schools.

The Latin American schools constitute, in effect, Panamanian schools operated within the Canal Zone for resident children of Panamanians employed by the U.S. Government in the Canal Zone. The Latin American schools include a kindergarten; a 6-year elementary school course; a junior high school course which includes departmentalized subjects at the seventh, eighth, and ninth grade levels; and a senior high school course in grades 10, 11, and 12. Summer schools are also provided.

The U.S. schools are operated essentially for children of citizens of the United States. The U.S. schools include a kindergarten; an elementary course in grades 1 through 6; a 2-year junior high school course in grades 7 and 8; and a senior high school program in grades 9 through 12. Summer schools are also conducted. The Canal Zone College day school offers both terminal curriculums and curriculums for those preparing to transfer to 4-year colleges in the United States. The college also offers a night school program and a summer session.

U.S. citizen residents of the Canal Zone and nonresident U.S. citizens who are employed by the U.S. Government are given free tuition from kindergarten through high school. Panamanian residents of the Canal Zone are given free tuition from kindergarten through high school.

Nonresidents who are not entitled to free school privileges are admitted to the U.S. schools, when space is available, at established tuition rates. Reasonable tuition fees are charged all who attend the Canal Zone College day school, night school, or summer school. Free school supplies and textbooks are provided at all grade levels except the college.

Resident students sponsored by the Panama Canal Company-Canal Zone Government who live beyond a reasonable walking distance from school or who live in a town where appropriate school facilities are not available are provided free transportation.

Legal authorization.—Section 5 of title 2 of the Canal Zone Code, appearing in the United States Code as the first sentence of section 1305 of title 48.

Obligations, fiscal year 1967.—Operating, \$9,451,237; administrative, \$193,925; total, \$9,645,162.

E. CIVIL AERONAUTICS BOARD (CAB)

1. TRAINING OF CAB EMPLOYEES

Purpose.—The purpose of employee training by the Civil Aeronautics Board is to insure the optimum performance of employees of

the Board in their present jobs, to meet future needs of the Board, and to provide an opportunity for employees to grow toward their career goals.

History and description.—The Board utilizes both external and internal sources of training and development. Internal training includes a variety of methods utilizing both off-the-job programs and on-the-job training. On-the-job training is a continuous form of training conducted by all supervisors. Off-the-job training is more formalized and is provided by the Board's training officer and by officials and technicians in specialized fields of work. External sources of training include the interagency program conducted by the Civil Service Commission, other Government agencies, private educational institutions, and private agencies and individuals. Training for Board employees, whether internal or external, covers technical and professional subjects, clerical and administrative subjects, and supervisory, management, and executive techniques. In addition, self-development is and has been strongly encouraged by management.

Until the passage of the Government Employees Training Act of 1958, the Board's training program consisted largely of on-the-job training. Since the passage of the Training Act, the Board has hired an employee development specialist and has utilized the provisions of the act to the fullest extent, consistent with good management, and within the limits of budgetary allowances, as described above.

Legal authorization.—The Government Employees Training Act of 1958.

Obligations, fiscal year 1967.—Tuition, \$21,259; travel and per diem, \$5,547; total, \$26,806. Administrative costs cannot be separated from other operating costs.

F. FARM CREDIT ADMINISTRATION

1. TRAINING OF FOREIGN NATIONALS

Purpose.—The purpose of this program is to assist in planning and carrying out training programs for foreign visitors interested in agricultural finance.

History and description.—In February 1956, the Farm Credit Administration signed an agreement with the International Cooperation Administration providing for the Farm Credit Administration to assist in training foreign participants in the field of agricultural credit. Since that time, the Farm Credit Administration has had the cooperation of the farm credit banks and associations in all 12 farm credit districts in carrying out the program.

Legal authorization.—Letter from the President of the United States dated June 1, 1953, to the heads of Government departments and agencies, establishing the policy to govern cooperative relationships in the conduct of foreign economic and technical assistance programs.

Obligations, fiscal year 1967.—Reimbursement from the Agency for International Development to the Farm Credit Administration and the farm credit banks and associations amounting to about \$48,000 of which 45 percent was reimbursed to the banks and associations and 55 percent to the Farm Credit Administration.

G. FEDERAL COMMUNICATION COMMISSION**1. TRAINING FOR CERTAIN FOREIGN NATIONALS**

Purpose.—The purpose of this program is to give technical assistance to foreign countries by providing or arranging on behalf of selected and qualified individuals from those countries training in the field of telecommunications development.

History and description.—In 1944 the Commission adopted part 65 of its rules and regulations under which fellowships would be awarded to students from the Latin American countries to study telecommunications in the United States. The authority for part 65 stemmed from Public Law 355, 76th Congress, which authorized the President to utilize the services of agencies of the Government in rendering closer and more effective the relationship between the American Republics. Only two participants were provided training by the Commission under this program and, on July 23, 1958, the Commission deleted from its rules part 65 since it had become obsolete because of other legislation subsequently passed which provided the equivalent opportunities.

In January 1948 the U.S. Information and Educational Exchange Act (Public Law 402) was passed extending the fellowship program to the Eastern Hemisphere. An attempt or two was made to secure funds under this act for the purpose of awarding fellowships in telecommunications but, in its early years at least, no funds were appropriated or were not available because of budget reductions. In spite of this, during this period and up to the enactment of Public Law 535 by the 81st Congress, the Commission collaborated with other agencies and departments of Government to arrange and provide training, in whole or in part, to approximately 100 foreign nationals.

The Commission was subsequently designated to arrange and administer training in the telecommunications field under Public Law 402, 80th Congress, and Public Law 535, 81st Congress, by the Department of State.

In 1952 the Commission established a centralized office under its Secretary to work exclusively on this activity and, in keeping with its functions, was designated the Technical Assistance Division. The Commission works on a reimbursable and sustaining basis with the Agency for International Development in arranging and supervising programs of study and observation in the telecommunications field on behalf of AID and United Nations participants. It does not work on a sustaining basis with the Department of State under Public Law 402, however, but cooperates to the extent called upon by either the Department of State or its contract agencies without reimbursement.

Since 1952, approximately 700 individual programs in telecommunications have been arranged for foreign nationals and administered by the Commission. Each program extended over a period of several months.

Legal authorization.—Mutual Security Act of 1954, as amended, and the Foreign Assistance Act of 1961, as amended.

Obligations, fiscal year 1967.—Total, \$16,160.

2. EMPLOYEE TRAINING

Purpose.—The purpose of this program is to keep FCC employees current with technological changes.

History and description.—The FCC training program includes agency, interagency, and nongovernmental courses. The Commission-conducted courses include orientation sessions; a series of individualized study programs in areas such as career English, shorthand, and basic statistics; special activities such as a recent seminar on wired TV distribution signals; and supervisory training courses. Contract instructors present courses where the number of Commission employees warrants it in such areas as shorthand, supervision, and reading improvement. Interagency training is used as much as possible to meet other training needs, using courses such as the Kings Point seminars; effective writing; planning, programming, budgeting seminars; and middle management institutes. When necessary, the Commission uses non-Government facilities such as the Department of Agriculture Graduate School and universities. These courses are especially important in maintaining current technological knowledge. In fiscal year 1967, the Commission trained a total of 139 employees in courses of 8 hours' duration or longer. Of these, 78 were trained in interagency programs and 61 were trained in non-Government programs.

Legal authorization.—Title 5 of the United States Code, "Government Organization and Employees."

Obligations, fiscal year 1967.—Training in governmental facilities, \$6,830; training in nongovernmental facilities, \$5,343; total, \$12,173.

H. FEDERAL DEPOSIT INSURANCE CORPORATION

1. EMPLOYEE TRAINING

Purpose.—The purposes of this program are: to assist in the maintenance of competent examination and liquidation staffs; to increase the efficiency of the examination and liquidation programs; to provide advanced training and experiences in all phases of Corporation activities; to increase employee morale and proficiency through self-improvement opportunities; and to assist employees to develop progressively in technical areas.

History and description.—The Corporation's educational program supplements the indoctrination courses, manual of examination policies, other educational materials, and on-the-job training techniques. The Corporation has a policy of tuition reimbursement and encouragement for advanced training. Important elements in this program are such professional schools as the Inter-Agency Bank Examination Schools, the Inter-Agency School for Assistant Examiners, the Inter-Agency School for Examiners, institutions of higher learning, U.S. Civil Service courses, professional conferences, and internal Corporation conferences. Programed instructional materials are employed extensively. Use is made also of the graduate schools of banking at the various universities throughout the country and such professional institutions as Brookings Institution and the American Management Association.

District office conferences, attended by all personnel in the respective districts and representatives of the Washington office, are conducted biannually.

Recently the Corporation has given added impetus to education and training by the establishment of an Office of Education for Corporation personnel. In addition, it is now the policy that the Corporation will reimburse personnel for tuition spent on training related to job improvement.

Legal authorization.—Public Law 797 (12 U.S.C. 1811-1831).

Obligations, fiscal year 1967.—Estimated: Correspondence courses, \$11,000; schools of banking \$29,000; institutions of higher learning, \$3,600; tuition for Government courses, \$400; other tuition expenses, \$2,800; total, \$46,800. Salaries, travel, and subsistence expenses connected with attendance at training courses and schools not allocated to education expense. No appropriated funds are used to defray the cost of the Corporation's education program.

I. FEDERAL MEDIATION AND CONCILIATION SERVICE

1. INDUCTION TRAINING FOR NEW MEDIATORS

Purpose.—The purpose of this training is to provide newly acquired staff members with an understanding of the mission of the Federal Mediation and Conciliation Service, the policies and procedures of the agency, administrative practices, mediation techniques, and mediator duties and responsibilities.

History and description.—Since the establishment of the Service as an independent agency in 1947, each new class of mediators has completed the orientation conference in the national office. The conference varied in content and length during the period 1947-61. At that time a 2-week period was established as the standard orientation conference. A variety of instructional methods are employed during the conference, including lectures, seminar discussions, simulated mediation situations, and problem solving. Immediately following orientation, new mediators enter the field training phase of induction training. This phase will vary in length of time in accordance with individual needs as determined by respective regional directors. Normally, however, it is not less than 3 months nor more than 6. Field training chiefly consists of actual substantive mediation in the company of seasoned mediators, periodic individual reviews by the regional director, and assignment to cases anticipated to be of a routine level of complexity.

Induction training during the probationary year may also include assignment to one of the Service's scheduled workshops, preparation of a research paper on a specific collective bargaining topic, or participation in a short-term course offered by a university or professional group.

Legal authorization.—Labor Management Relations Act, 1947 (Public Law 101, 80th Cong.).

Obligations, fiscal year 1967.—Total, \$59,000.

2. INSERVICE TRAINING FOR ADMINISTRATIVE AND CLERICAL EMPLOYEES

Purpose.—The purpose of this program is to develop a well-trained work force and to assist employees to achieve their highest potential usefulness.

History and description.—Since its inception the Federal Mediation and Conciliation Service has conducted orientation and on-the-job training for administrative and clerical employees. Upon initial appointment, each employee is indoctrinated in Federal Government employment procedures, the legal responsibility and objectives of the Service, and the requisite skills, knowledge, and understanding of his particular position. Inservice training includes job rotation and job interchange practices. Clerical conferences within the regions are held as time and budgetary limitations permit. Training conferences in the national office for the administrative assistants of the respective regions are held, subject to the same time and budgetary limitations.

Legal authorization.—Labor Management Relations Act, 1947 (Public Law 101, 80th Cong.).

Obligations, fiscal year 1967.—Total, \$1,000.

3. INSERVICE TRAINING FOR MEDIATOR AND EXECUTIVE STAFF

Purpose.—The purpose of this program is constantly to upgrade the performance capability of individual mediators.

History and description.—Early in 1957 the Federal Mediation and Conciliation Service inaugurated annual weeklong seminars for the mediator staff. The seminars were conducted in as many as seven localities across the country. Since 1963, the seminars have been held in two sections with both sessions held in the same location.

Starting in 1964, weeklong workshops were added to the program of continuing education. Select groups of mediators, numbering from 14 to 20, attend sessions in the national office focusing attention on collective bargaining problems then current or anticipated. The broad spectrum of subject areas covered have included negotiations in the construction industry, production standards, preventive mediation techniques, drafting of contract language, transfer and relocation rights, coordinated and association bargaining, and seniority rights.

As needs occur, and caseload permits, each regional director plans and conducts regional conferences and area workshops in subjects specifically directed to meet the requirements of his region.

Legal authorization.—Labor Management Relations Act, 1947 (Public Law 101, 80th Cong.).

Obligations, fiscal year 1967.—Travel, per diem, and consultant fees, \$88,000.

4. FOREIGN VISITORS PROGRAM

Purpose.—The purpose of this program is to inform foreign visitors of the role of mediation in collective bargaining as a basic principle of the U.S. Government.

History and description.—Since 1956, the Federal Mediation and Conciliation Service has conducted a foreign visitors program of information concerning the role of mediation in collective bargaining. In cooperation with the Government's educational exchange program

and by request of other departments, the role of the Federal Government in labor-management relations has been explained to official foreign visitors. During field visits, foreign visitors are permitted to attend, with consent of the parties, actual mediation meetings to observe at firsthand collective bargaining in operation. When desired, arrangements are made for such visitors to visit industrial plants and union offices and to meet top industry and labor representatives.

Since 1965, the training officer and other members of the Service's national staff have been providing training for labor officials of foreign governments in the area of mediation and arbitration. Such training sessions may vary from 1 day to a weeklong program.

Legal authorization.—Labor Management Relations Act, 1947 (Public Law 101, 80th Cong.).

Obligations, fiscal year 1967.—None.

J. FEDERAL POWER COMMISSION

1. EMPLOYEE TRAINING

Purpose.—The purpose of formalized training in the Federal Power Commission is threefold: (1) to assist new employees in achieving an acceptable level of performance in as short a time as possible; (2) to provide "on-board" employees with the opportunity to become informed of new ideas, methods, and practices to enhance the efficiency of the Commission; and (3) to develop a reservoir of highly skilled individuals capable of assuming positions of leadership and responsibility as they become available through the normal process of growth and attrition.

History and description.—Prior to the passage of the Government Employees' Training Act of July 7, 1958 (Public Law 85-507), the Federal Power Commission (FPC) utilized relatively little formalized classroom training. However, on-the-job training has always been and continues to be a major part of the employee development program. With the passage of the Training Act in 1958, the Commission began increasing its activities in the formal training of employees, and revised its program and policy. Subsequently, training needs have been periodically reviewed and the program adjusted so as to remain based upon current needs.

The main training tool of the Federal Power Commission continues to be on-the-job development of employees. This is considered the most practical and direct method of training FPC employees. To supplement this informal approach to training, several other techniques and sources are utilized.

The Commission has four formal training agreements with the U.S. Civil Service Commission for the development and promotion of accountants, economists, engineers, and geologists entering public service at the entrance level for college graduates. Interagency courses have also been utilized in technical, support, and clerical fields. Where possible, courses have been designed and conducted internally on subjects unique to the organization. Finally, the Federal Power Commission has utilized non-Government training facilities for courses in subjects not available in Government and not practical or possible for internal preparation and presentation. One of the major non-Government courses frequently used is the National Association of Railroad

Obligations, fiscal year 1967.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

3. TRAINING PROGRAMS FOR FOREIGN VISITORS

Purpose.—The purpose of this activity is to provide visitors from foreign countries with knowledge of and technical training in the purposes and functions of the Federal Reserve System.

History and description.—Representatives of foreign countries, particularly those associated with central banks and ministries of finance, make arrangements directly with the Board of Governors for visits at the Board and at the Federal Reserve banks in order to become more familiar with the Federal Reserve System.

Also, the Board cooperates in the international educational exchange program administered by the Department of State, which brings foreign nationals to the United States for study, advanced research, and other educational activities. The Board also assists in the technical training programs sponsored by the Agency for International Development. Whenever either of these agencies brings to this country foreign nationals interested in knowledge about Federal Reserve activities in the fields of monetary and credit policy, bank examination and supervision, currency issuance and redemption, fiscal agency operations, check collection procedures, or economic research, the Board arranges visits to its offices in Washington, and sometimes to the regional Federal Reserve banks.

Both the International Bank for Reconstruction and Development and the International Monetary Fund have training programs for nationals of their respective countries to assist in developing trained leadership in the fields of finance, money and credit, fiscal operations, and public administration. These programs are tailored to different levels of participant experience, and on request of these international agencies, the Board provides indoctrination programs for participants in their training programs.

Similarly, a number of central banks in countries throughout Central and South America have established the Center for Latin American Monetary Studies in Mexico City. The Center operates a study program of approximately 6 months' duration for members of the staffs of the supporting central banks. Each year the students visit Washington for a 2-week period which includes a 5-day program of lectures and seminar-type discussions arranged by the Board, as well as visits to the International Bank and Monetary Fund. In addition, the Board authorizes members of its staff to serve for brief periods on the faculty of the Center in Mexico City.

Legal authorization.—Federal Reserve Act of 1913, as amended.

Obligations, fiscal year 1967.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

4. BANK EXAMINATION SCHOOL

Purpose.—The purpose of this school is to improve training procedures, shorten the training process, and develop better bank examiners; also to develop better bank examination procedures and a more

and Utilities Commissioners development short course which is designed for regulatory bodies. Another example of non-Government courses utilized after hours are professional afterhours courses at schools and universities.

Legal authorization.—Government Employees Training Act (Public Law 85-507).

Obligations, fiscal year 1967.—Total, \$33,029.92.

K. FEDERAL RESERVE BOARD

1. PARTICIPATION IN SEMINARS ON ECONOMIC AND MONETARY PROBLEMS

Purpose.—The purpose of this activity is to familiarize students, college and university teachers, and bank employees with the economic and financial information developed, or in the process of development, by the System's research staff and to discuss firsthand the functions and operations of the Federal Reserve System.

History and description.—The Federal Reserve Board cooperates on occasion with individual Federal Reserve banks in conducting short seminar sessions at the banks or the Board, for college and university teachers of money and banking, banking staffs, and students.

In addition, members of the Board's staff participate, on invitation, in the summer seminars on money and banking conducted by graduate schools of banking at various universities for teachers of economics and members of the financial community.

A limited number of the Board's staff is selected to attend, for training purposes, the Graduate School of Banking of the American Bankers Association conducted at Rutgers University, consisting of three annual 2-week resident sessions, correspondence work, and thesis preparation.

Legal authorization.—Federal Reserve Act of 1913, as amended.

Obligations, fiscal year 1967.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

2. COOPERATION IN CONDUCTING REGIONAL WORKSHOPS FOR TEACHERS

Purpose.—The purpose of this program is to stimulate and improve economic education in the secondary schools.

History and description.—Since early in 1950 the Federal Reserve Board and the Reserve banks have detailed staff members on occasion to participate in regional economic workshops and related activities held under the sponsorship of the Joint Council on Economic Education and its affiliated organizations in the several States. The workshops and related activities are designed for teachers in secondary schools. Under the program, the workshops and related activities develop methods for introducing economic understanding throughout the curriculum of secondary schools; colleges and universities test approaches to economics for those preparing to teach and for the non-professional; and basic economic materials are converted for use at various levels of teaching.

Legal authorization.—Federal Reserve Act of 1913, as amended.

thorough system of analysis of bank policies and practices by bank examining personnel.

History and description.—The Bank Examination School, instituted in 1952, is conducted jointly by the Federal Reserve System and the Federal Deposit Insurance Corporation, another Federal bank supervisory agency. The school is located in the Federal Reserve Building and is under the supervision of two associate directors representing each of the two agencies.

Under the current annual program there are three 4-week sessions of the school for examiners, representing an advanced course; four 5-week sessions for assistant examiners, devoted primarily to training newly appointed examiners in the basic duties of a junior assistant examiner; and one 3-week session for examiners who specialize in the examination of the trust departments of commercial banks. To the extent that facilities are available, the various State banking departments are invited to send representatives to participate in the school for examiners. The regular instructors of the school for assistant examiners are experienced examiners and assistant examiners of the staffs of the two supervisory agencies. In the school for examiners, bankers from different parts of the country who are outstanding in various fields serve as lecturers along with bank supervisory personnel. The trust school instructors are senior trust examiners with many years of experience in their specialized field.

Legal authorization.—Federal Reserve Act, as amended.

Obligations, fiscal year 1967.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

5. INSERVICE TRAINING FOR EMPLOYEES

Purpose.—The purpose of this program is to develop greater proficiency of all employees of the Federal Reserve Board in the performance of their duties; to improve the competence of employees having supervisory, administrative, and management responsibilities; to increase the technical proficiency of professional and technical employees; to further develop the skill of clerical and other nonprofessional employees; to orientate all new employees to the Board's activities; and to encourage and stimulate employees to undertake self-development activities.

History and description.—Every supervisor participates in this program through on-the-job training of his staff. The training activities provided by this program supplement and extend the training given by supervisors.

The Division of Personnel Administration of the Board develops the overall policies and programs for individual and group training. This Division also coordinates all training activities throughout the Board and provides assistance to other divisions in the development and administration of training programs in specialized or technical areas.

While the training program is continuous in nature, many of the specific training activities and programs are not, since they are developed to meet needs that may not be continuous in nature. The training needs in each division are reviewed annually and programs for the ensuing year are planned on the basis of this review.

Legal authorization.—Federal Reserve Act of 1913, as amended.

Obligations, fiscal year 1967.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

L. FEDERAL TRADE COMMISSION

1. SEMINARS IN TRIAL PROCEDURES AND TECHNIQUES

Purpose.—The purpose of this program is to introduce new members of the legal staff to trial procedures and techniques utilized in trials before the Federal Trade Commission and to increase the proficiency of the more experienced legal staff.

History and description.—The large number of new attorneys hired during fiscal year 1966 (an increasing percentage of which were recent law school graduates) led to the organization of this 13-week, after-hours, seminar series. Emphasis was placed on realistic problems encountered in the preparation and prosecution of cases before Federal Trade Commission hearing examiners and on appeals before the full Commission. To stress a pragmatic approach, speakers included experienced staff members as well as division chiefs, bureau directors, the Chairman, and a Commissioner. Originally conceived as a seminar series for one major division, the program was expanded to include the entire bureau in which the division was located and was attended by staff members from other bureaus as well.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—None.

2. SEMINARS ON KEY ECONOMIC PROBLEMS

Purpose.—The purpose of this program is to keep agency economists and attorneys abreast of current economic problems related to trade regulation and antitrust, thereby increasing their proficiency as members of the agency's professional staff.

History and description.—The second series of these seminars, developed by the Director of the Bureau of Economics, was held during fiscal year 1967. Six outstanding economists were invited to speak to agency employees. Such economists represented the academic world, non-Government research organizations, and the President's Council of Economic Advisers. Topics included "The Economics of Price Discrimination," "Costs and Profits in Antitrust: The Significance of Accounting Data," "Invention and Innovation in the Steel Industry," "The Conglomerate Enterprise," and a discussion of the Economic Report to the President concerning strengthening competition and regulatory policies. The seminars generally lasted from 1 to 2 hours. The economists later met individually with various members of the staff.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—Total, \$1,272 (speakers' fees and travel costs).

3. PROGRAMED INSTRUCTION

Purpose.—The purpose of this program is to develop greater proficiency of employees in such skills as grammar, punctuation, letter-writing, secretarial skills, and computer programing.

History and description.—With the development of various forms of programed instruction as a proven means of high quality individualized teaching, the Federal Trade Commission began renting one

"teaching machine" and assorted instructional films in the fall of 1964. A second machine was rented during 1965. Each course of instruction (the most popular courses are those in grammar, punctuation, secretarial skills, and letterwriting) has an average study time of between 5 and 10 hours. Employees have regularly scheduled study times of 1 hour per session, two or three sessions per week.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total \$2,149.

4. INTERAGENCY TRAINING

Purpose.—The purpose of the Federal Trade Commission's utilization of interagency (Civil Service Commission and General Services Administration) and non-Government training sources is to meet training needs which the FTC cannot.

History and description.—The FTC used the interagency and non-governmental sources to supplement agency training in a wide variety of professional and scientific, technical, and supervisory areas during fiscal year 1967. All such training is coordinated by the Division of Personnel and affects agency employees throughout the United States.

Legal authorization.—Public Law 85-507.

Obligations, fiscal year 1967.—Total, for interagency \$9,743.69; total for non-Government, \$4,327.87.

M. GENERAL ACCOUNTING OFFICE

1. INSERVICE TRAINING FOR EMPLOYEES

Purpose.—The purpose of this program is the orientation and professional instruction of the employees of the General Accounting Office to enable them to better carry out the responsibilities of the Office.

History and description.—The inservice training programs conducted by the Office of Policy and Special Studies—Staff Development for the professional accounting, auditing, and investigative staff, were started in 1956. The specific programs include orientation for newly hired college graduates and upper level employees in the accounting and auditing functions of the General Accounting Office; seminars for supervisory accountants; basic and advanced electronic training; reports training; investigative techniques training; advanced technical training; an advanced accounting and auditing study program; financial management training; and special subject seminars, when appropriate.

The inservice training programs conducted by the Transportation Division, primarily for the technical staff, were started in 1942. The specific programs include technical training in transportation audit work for new personnel; technical training in transportation for experienced technicians; report writing training for technical personnel; orientation of legal personnel; supervisory development; management and executive-skills development; and training of servicing personnel.

The Office of the General Counsel conducts an inservice program for its newly hired attorneys. The program is under the direction of

the General Counsel, with a training adviser appointed to handle the training.

Legal authorization.—General authorization within the annual appropriations acts.

Obligations, fiscal year 1967.—Salaries for program planning and supervision, \$48,533; other \$4,160; total, \$52,693.

2. TRAINING OUTSIDE GAO FOR EMPLOYEES

Purpose.—The purpose of this program is to train employees outside the General Accounting Office where it is not feasible to train staff members in highly professional subject areas.

History and description.—The GAO's broad responsibilities for evaluating the efficiency, economy, and effectiveness of management performance makes it essential that its staff be skilled in modern management systems for planning, control, and decisionmaking. The training outside the General Accounting Office, which is integrated with the inservice training for the professional accounting, auditing, and investigative staff of the Office is under the supervision of the Office of Policy and Special Studies—Staff Development and was started in about 1960. No specific programs are designed for each professional staff member but as each staff member develops and progresses with the Office, he is assigned to the inservice training programs, and in addition is considered for and is assigned to training programs and courses in other Government agencies or non-Government facilities in order to develop him to his maximum capabilities.

Staff members in the Transportation Division and the Office of the General Counsel are also assigned to training programs outside of the General Accounting Office.

Legal authorization.—General authorization within the annual appropriation acts.

Obligations, fiscal year 1967.—Salaries for program planning and supervision, \$12,012; other \$1,040; total \$13,052.

N. NATIONAL LABOR RELATIONS BOARD (NLRB)

1. ORIENTATION OF CLERICAL PERSONNEL

Purpose.—The purpose of this program is to give all new clerical employees a period of instruction to acquaint them with the organizational structure of the agency as well as the operation of the field establishment.

History and description.—Discussions are conducted in which proper work attitudes, office demeanor, and communication technique are emphasized. Technical aspects such as typing of forms and dictaphone use are also included.

Legal authorization.—Federal Personnel Manual (FPM), chapter 410.

Obligations, fiscal year 1967.—No funds are specifically obligated for this orientation.

2. DEVELOPMENT OF LABOR MANAGEMENT RELATIONS EXAMINERS

Purpose.—The aim of this program is to bring into the work force of the regional offices of the agency, a limited number of young people who demonstrate potential executive ability.

History and description.—The current program has been in operation through agreement with the Civil Service Commission since late 1964.

New candidates (management interns and outstanding FSEE¹ eligibles) are trained for a minimum of 12 months. The program includes assigned readings and detailed instruction in all substantive and procedural phases of NLRB law, integrated with on-the-job training. Each trainee is assigned to a mentor who organizes daily activities and observes work progress.

Legal authorization.—FPM chapter 271, subchapter 7; and FPM letters 271-3 and 271-4.

Obligations, fiscal year 1967.—Not separable from other operating and administrative obligations.

3. AGENCY CONDUCTED INSERVICE TRAINING

Purpose.—The dual purpose of this program is (1) to achieve more effective supervisory practices; and (2) to provide the agency with qualified firstline supervisors.

History and description.—During fiscal 1967, the Board initiated a supervisory discussion course utilizing the case method as its central theme. This was the first phase of a structured, continuing program to develop better communications at the lower supervisory echelons.

Legal authorization.—FPM chapter 410.

Obligations, fiscal year 1967.—No funds were specifically obligated because only the salaries of the individual participants and the cost of study materials were incurred.

4. TRAINING FOR MANAGEMENT ANALYSIS

Purpose.—The purpose of this program is to provide from within the agency qualified management analysts.

History and description.—As the result of a posting of opportunity for training, seven employees were selected to be provided with a 6-month training program.

These seven employees were given reading assignments as well as formal classroom training in addition to on-the-job training. The trainees were counseled by senior staff members throughout the period of training.

At the conclusion of the training three trainees were promoted to the position of management analyst. Two other trainees were promoted and placed in similar administrative positions. Of the two remaining trainees, one returned to the former job while the other left the agency.

Legal authorization.—FPM chapter 410.

Obligations, fiscal year 1967.—The agency has reported that it is impossible to meaningfully segregate the costs of the program from standard operating expenses.

¹ Federal services entrance examination.

5. INTERAGENCY TRAINING PARTICIPATION

Purpose.—The purpose of utilizing interagency training facilities is to keep agency employees abreast of technical, professional, and managerial developments in their occupational specialties.

History and description.—The National Labor Relations Board has consistently participated in interagency training, both in Washington and in many of its 31 regional offices due to the inability of an agency this size to provide economically and qualitatively for training of diverse substance.

Examples of the types of training attended through this medium are personnel management, mathematics, equal employment opportunity, communication skills, budgeting, data processing, and secretarial techniques.

One interagency offering is the Institute for Hearing Examiners conducted by the Civil Service Commission. From November to June of the reporting period, 13 National Labor Relations Board examiners attended these Institutes.

Legal authorization.—FPM chapter 410.

Obligations, fiscal year 1967.—Total, \$7,371 for reimbursement to interagency facilities.

O. SELECTIVE SERVICE SYSTEM

1. TRAINING OF MILITARY RESERVISTS

Purpose.—The purpose of this program is to train officers in all phases of selective service so that qualified administrators will be immediately available to the System when needed for expanded operations in a national emergency.

History and description.—The present training program started in 1947 among National Guard sections and a scattering of Reserve officers who had served with the Selective Service System during World War II. The focal point of such training was an annual regional work conference devoted to mobilization procedures and problems. After an agreement with Cabinet Secretaries governing the various services, officer-applicants from the Army, Navy, Air Force, Marine Corps, and Coast Guard were chosen, on the basis of their maturity and civilian backgrounds, and were given mobilization assignments to the Selective Service System. These were organized into units in 1948 when the training program was rounded out to include weekly drill sessions, a series of correspondence courses and annual tours of 2-week duty at a State headquarters or, in alternate years, at a regional conference.

During fiscal year 1967, 97.7 percent of the National Guard and Reserve officers with mobilization assignments to Selective Service attended 43 or more weekly study sessions; 1,066 correspondence courses were completed; and 754 officers served 2-week tours of active duty at various Selective Service headquarters.

Legal authorization.—Section 2, Public Law 26, 80th Congress, approved March 31, 1947 (61 Stat. 31); section 10(a), Universal Military Training and Service Act, as amended (62 Stat. 604, 618).

Obligations, fiscal year 1967.—The Selective Service System has reported that:

Since training costs of military officers are paid by their parent component or service, in recognition of the primary function of Selective Service—the procurement of men for the Armed Forces, expenditure records for this purpose are not readily available to the System. Incidental costs of the System, such as printing, mailing, and travel of supervisory and instructional personnel, are combined with general operating expenses.

P. SMALL BUSINESS ADMINISTRATION (SBA)

1. MANAGEMENT TRAINING FOR SMALL BUSINESSMEN AND PROSPECTIVE SMALL BUSINESS OWNERS

Purpose.—The purpose of this training is to assist the owners and managers of small business in becoming knowledgeable about managerial principles, skills and tools; and to help prospective business owners gain a better understanding of the responsibilities they will face.

History and description.—The program consists of administrative management courses, management conferences, problem clinics and workshops for prospective business owners.

The administrative management course program began in 1954 when two pilot courses were cosponsored, one in Richmond, Va., and one in Milwaukee, Wis. Courses have been given in all 50 States, Puerto Rico, the Virgin Islands, and Guam.

Management conferences were started in 1956; these consist of 1-day continuous sessions as contrasted to the courses which extend over a period of weeks, with one evening session each week. A variation of the 1-day conference for large groups is the problem clinic in which very small groups meet to discuss a specific problem. The latter were started in 1966. Sixty-eight were held in 1967.

In 1963 workshops for prospective business owners were started in SBA field offices.

Legal authorization.—Section 8(b)(1) of the Small Business Act, as amended (Public Law 85-536, Public Law 85-699).

Obligations, fiscal year 1967.—(Estimated.) Operating, \$489,000; administrative, \$46,000; total \$535,000.

2. INSERVICE TRAINING FOR SBA EMPLOYEES

Purpose.—The purpose of this program is to equip SBA employees at all levels to perform their duties more effectively and efficiently.

History and description.—During fiscal year 1967 there was a drastic acceleration in the SBA training program. Prior to this time, primary emphasis was on loan assistance and trainees.

Under the new program, an SBA training staff conducts courses for all levels of SBA employees. Some of the major courses which were introduced during fiscal 1967 included a 1-week management development program designed for SBA managers at all levels, an instructor training program, and an extensive training program for loan officers at all levels.

Twenty-seven hundred employees participated in SBA-conducted and other inservice training during fiscal 1967.

Legal authorization.—Government Employees Training Act (Public Law 85-507).

Obligations, fiscal year 1967.—Total \$520,175.

Q. U.S. BOTANIC GARDEN

1. EXHIBITION OF BOTANICAL SPECIMENS AND DISSEMINATION OF RELATED INFORMATION

Purpose.—The purpose of this activity is to collect and display plant life of tropical, subtropical, and temperate climates in keeping with their natural habitat, and to disseminate scientific and practical information relative to their economical, medicinal, and industrial values to man.

History and description.—The U.S. Botanic Garden was founded in 1820 under the auspices of the Columbia Institute for the Promotion of Arts and Sciences, but was abandoned when the institute ceased to exist in 1837. In 1842, to provide accommodations for the botanical collections brought to Washington, D.C., from the south seas by the U.S. exploring expedition under Captain Wilkes, a greenhouse was constructed under the direction of the Joint Committee on the Library. The gardens were located at their present site in 1933. The present extensive collections represent a gradual growth over the past century.

The entire collection of plant life, comprising many species and their respective varieties, represents a broad field for actual contact and study of the structure, habits, and usefulness of flora from all parts of the world, for scientists and students of biology and botany. Information relative to cultural methods, identification, adaptation, utilization, and possibilities of commercialization is constantly supplied in response to inquiries received from garden clubs and individuals throughout the country.

Legal authorization.—Although the Botanic Garden began functioning as a Government-owned institution in 1842, it was not until 1856 that the maintenance of the garden was specifically placed under the direction of the Joint Committee on the Library and a regular appropriation was provided by Congress (11 Stat. 104). The legislation governing the employment of personnel at the garden is contained in 40 U.S.C. 216.

Obligations, fiscal year 1967.—Personal services, \$460,759.08; all other items of expense, including purchase of plant material, \$52,224.59; total \$512,983.67.

R. UNITED STATES CIVIL SERVICE COMMISSION

1. CONDUCT AND COORDINATION OF FEDERAL INTERAGENCY TRAINING

Purpose.—The purpose of this program is to encourage and coordinate interagency training activities when combined effort is warranted; conduct training programs for Federal employees in those subject matter areas for which the Commission has primary responsibility; and serve as a clearinghouse of information on Government training programs open to employees on an interagency basis.

History and description.—The Commission has engaged in this activity to varying degrees since Executive Order 7916 was issued in June 1938. Under that authority a small training division surveyed the "emergency" training needs of agencies; advised and consulted with agencies on development of programs to meet those needs; operated a training information center; and, as World War II pressures increased, conducted courses which prepared agency officials to give supervisory training programs in their own organizations; and administered an interagency administrative intern program to help agencies develop their managerial talent and to encourage them to operate intern programs of their own.

After the war the training division was abolished and most of its activities terminated. The intern program developed during this period is still conducted in revised form. This program and occasional efforts to promote executive and supervisory development constituted the Commission's major activity until 1954.

Under authority of Executive Order 9830, the Commission designated a small group to study training and employee development problems throughout Government; recommend needed action, including Presidential and legislative action; promote, advise on, and help agencies with the establishment and maintenance of needed employee training programs; and write training guides and other materials for agency use. Commission inspection of agency personnel programs has included inspection of their training activities and offering such training information as inspectors possessed and considered appropriate.

The Government Employees Training Act of 1958 added to the above responsibilities the issuance and interpretation of Government-wide training regulations and standards; issuance of regulations governing employee acceptance of training contributions and awards from non-Government sources; promotion and coordination of interagency training programs; improving the training information service to agencies; inspection for compliance with the act's requirements concerning training in non-Government facilities; and reporting to the President and the Congress on training activities under the act.

During the period of 1961 through 1966 the Commission increased interagency training activities at the headquarters level and extended the program to each of the 10 regional offices. In 1964 the Executive Seminar Center, Kings Point, N.Y., was established to provide residential executive training for 570 managerial employees each year. Each center participant received 2 weeks of intensive training experience. Because agencies expressed needs for this type of training far in excess of the Center's capacity, a second center was established at Berkeley, Calif., in September 1966.

Excluding the Executive Seminar Center courses and participation, the Commission provided 21,286 employees with an average of 32 hours of training through 115 different courses during fiscal year 1966.

A Presidential Task Force on Career Advancement was formed in 1966 to study and make recommendations on postentry training and education for professional, administrative, and technical employees. The task force report, "Investment for Tomorrow," was presented in early 1967. After reviewing the recommendations the President issued

Executive Order 11348 which served to implement the recommendations made.

The House Committee on Post Office and Civil Service conducted a separate study of the effectiveness of agency use of Public Law 85-507 through the Subcommittee on Manpower and Civil Service. The recommendations made in the report of that study were similar to and supportive of the findings of the Presidential Task Force.

The Civil Service Commission created the Bureau of Training on May 1, 1967, and abolished the Office of Career Development. The new Bureau was assigned added responsibilities involved in carrying out the tasks assigned to the Commission by Executive Order 11348.

The Commission also reorganized and refined the interagency training course curriculum and formally established a nationwide organization to provide the courses for employees at headquarters and field locations. At the headquarters level five training centers were established to develop and provide training in the areas of: general management training, ADP management training; personnel management training; financial management-PPBS training; communications and office skills training. The curriculum was extended to field employees through the establishment of counterpart institutes at key regional offices across the Nation.

Legal authorization.—Public Law 85-507; Executive Order 9830; Executive Order 10800; Executive Order 11348.

Obligations, fiscal year 1967.—The Civil Service Commission has reported that: "Costs cannot be segregated from general operating costs."

2. TRAINING OF CIVIL SERVICE COMMISSION EMPLOYEES

Purpose.—The purpose of this program is to insure the optimum performance of employees in their present jobs to meet the future staffing needs of the Commission, and to provide an opportunity for employees to grow toward their occupational goals.

History and description.—The Commission is the central personnel agency of the Federal Government. In addition to maintaining the Federal merit system, it has the responsibility of providing personnel management leadership and guidance for the overall Government establishment. Therefore, in what is basically a personnel organization, all operating segments are intrinsically equipped to conduct the planned and orderly career development of their employees. Each bureau, staff office, and region determines its needs; and, in turn, in those personnel-related fields for which it possesses the prime technical capability, provides needed job-related training. On-the-job instruction of employees is a continuing form of training and is conducted by all supervisors within the line units of the Commission. More formalized training is provided by line officials and technicians in specific fields of work. These programs include training of inspectors, investigators, claims and retirement examiners, and qualification rating examiners. Training agreements are utilized to cross train employees between fields of work. Broad use is made of intern programs and appropriate vestibule training is provided by line units to develop interns. Career and executive development opportunities are made possible through the use of details, central office-regional office exchanges, and Com-

mission-agency exchanges. Self-development is and has been encouraged and stimulated.

Both Government and non-Government facilities are used in the training and development of Commission employees. Inservice training of various kinds is conducted by the Personnel Division and has included a variety of courses designed to meet needs which cross organizational lines. Currently, inservice training includes orientation, office practices, letterwriting, secretarial improvement, typing, shorthand, clerical skills improvement, first aid, supervisory training, orientation in programming, planning, and budgeting, and orientation in automatic data processing systems. To meet more specialized needs which cross occupational and organizational lines, Commission employees participate in Bureau of Training programs. To meet more individualized needs the Commission utilizes a broad range of non-Government facilities. These include participation in programs sponsored by the National Institute for Public Affairs, the American Management Association, various professional personnel associations, executive development programs of the Brookings Institution, and courses conducted by local colleges and universities.

Finally, facilities of industry are employed to obtain training in technical fields not elsewhere available. The Commission pays the cost for participation in all of these programs.

Legal authorization.—Public Law 85-507: Executive Order 11348.

Obligations, fiscal year 1967.—\$80,000. The Commission has reported that: This figure includes only the out-of-pocket payments made for training in which Commission employees participated. It does not include salaries for staff, salaries of employees while in training and salaries of interns carried in training programs. These added costs cannot be completely separated at this time.

S. U.S. GOVERNMENT PRINTING OFFICE (GPO)

1. CATALOGING, INDEXING, AND DISTRIBUTION OF PUBLIC DOCUMENTS

Purpose.—The purpose of this activity is to catalog, index, and distribute U.S. Government publications.

History and description.—The General Printing Act of 1895 provided for the creation in the Government Printing Office of the Office of the Superintendent of Documents. The primary function of this Office is to provide for the public sale of Government documents and to prepare appropriate catalogs and indexes to aid the public and librarians in the location and identification of material published by the Federal Government. The function of providing and distributing Government publications to approximately 588 Federal depository libraries throughout the United States was subsequently added to the Division of Public Documents. The Division was also designated as a distribution agency for certain publications supplied free of charge by Members of Congress and other Government agencies.

In carrying out its assigned duties, the Division of Public Documents serves all levels of education. Through this program the results of much research conducted as part of the official program of various Government agencies are made readily available to the citizens of the United States. The price at which Government publications are sold is prescribed by title 44, section 72a, of the United States Code, and must be determined by the cost of the publications plus 50 percent. The pro-

ceeds from the sale of publications cover the entire cost of the sales program and permit the regular return of a profit to the U.S. Treasury.

Legal authorization.—Title 44, U.S.C., sections 70-96, inclusive.

Obligations, fiscal year 1967.—Total, \$6,424,700.

2. EDITORIAL PLANNING FOR PRINTING PRODUCTION

Purpose.—The purpose of this course is to satisfy the numerous requests of Government agencies to help their writers, editors, and administrators in preparing specifications for the Government Printing Office in the procurement of printing.

History and description.—Originally, speakers were furnished when requested, and on a "when required by the agency" basis, on typography and design, and the planning, production, and distribution of Government publications. Programs which utilized several speakers were provided the Departments of Health, Education, and Welfare, Labor, and Agriculture.

The first regular program entitled "Departmental Printing and Binding Discussion Group," was held in 1957. Another was held in 1958 and two were held in the fall of 1959. Since 1962 it has been held at least twice a year—spring and fall. Special sessions with the eight meetings condensed into 3 days with a single class of not more than 65 have been presented to out-of-the-area employees.

In the fall of 1959 the program title was changed to "Style, Design, and Processes for Writers and Editors," and was first listed in the Civil Service Interagency Training Programs catalog at that time.

In 1961 the title of the program was changed to "Editorial Planning for Printing Production," which is its current title.

Legal authorization.—Title 44, section 63, United States Code.

Obligations, fiscal year 1967.—None.

3. TRAINING IN EFFECTIVE ADMINISTRATION OF THE CONTRACT FOR MARGINALLY PUNCHED CONTINUOUS FORMS

Purpose.—The purpose of this program is to train authorized Government personnel in the development of pricing estimates, preparation of specifications, and the procurement of forms under the contract for marginally punched continuous forms.

History and description.—Since May 1965 when the program was initiated, 154 persons have participated in four classes. A class each January is planned and, upon specific request, additional classes may be held.

Legal authorization.—Title 44, section 63, United States Code.

Obligations, fiscal year 1967.—None.

4. APPRENTICE PROGRAM

Purpose.—The purpose of this program is to train craftsmen in the various graphic arts with the specific needs of the U.S. Government Printing Office.

History and description.—The training of apprentices has been a function of the Government Printing Office since its inception in 1861. Apprentices are selected from a register resulting from a nationwide competitive examination. During the first 4 years of apprenticeship,

formal classroom instruction is combined with on-the-job training in progressively more difficult tasks. During the fifth year, the apprentice is expected to be in full production and master of the skills required of a competent journeyman.

Apprentices are paid \$2.06 per hour the first year. Thereafter the scale is set at a progressive percentage of current journeyman wage rates.

Legal authorization.—Title 44, section 40, U.S.C.
Obligations, fiscal year 1967.—\$39,830.

5. INTERNAL TRAINING PROGRAMS

Purpose.—The purpose of these training programs is to provide GPO employees with the necessary knowledge and skills to more effectively and efficiently perform their present and anticipated assignments.

History and description.—Training programs in the Government Printing Office date back to about the turn of the century. Internal courses have been offered periodically on employee orientation, supervisory and administration development, craft skills, clerical skills, safety, and first aid. Interagency training and non-Government facilities are used to provide those facets of training that are not available internally and for the field locations.

Legal authorization.—Title 44, section 63, U.S.C. and Government Employees Training Act, as amended, 5 U.S.C. (Public Law 89-554, 80 Stat.).

Obligations, fiscal year 1967.—Salaries for instruction, \$34,605; non-GPO training, \$6,944.40.

CHAPTER 29. PROGRAMS OF THE DISTRICT OF COLUMBIA¹

A. INTRODUCTION AND SUMMARY

The District of Columbia occupies a unique position in the Federal structure. Under the Constitution of the United States, Congress exercises "exclusive legislation in all cases whatsoever" over the District of Columbia. In its role as a local government, the District's function in education is operational. It is among the beneficiaries of educational funding by, for example, the Department of Health, Education, and Welfare; the Department of Agriculture; the Department of Labor; and the Office of Economic Opportunity. Although the District differs from other local governments in that it experiences direct Federal control over all of its activities, nevertheless the history of its educational programs reflects the proliferation of Federal educational policies and grants. It presents an example of how these Federal policies work and what the Federal "seed money" may produce at the local level.

The Board of Education of the District of Columbia operates the public school system from prekindergarten through high school (compulsory for children 7 to 16 who are not in private schools); the vocational education program; an adult education program; a teacher-training program; a number of innovative, experimental educational programs; the Americanization School; and the School for Capitol Pages.

The Board also operates Project "STAY" (School to Aid Youth), a program for dropouts; the urban teaching project; the extended day schools; "WISE" (Washington Integrated Secondary Education); "SCOPE" (School and Community Operating in Partnership for Education); the Educational Resources Center; the School Desegregation Program; Project 400, involving nonteaching professionals; Seminars with Professionals; Enrichment through Radio; and the Educational Media Center—all programs fully funded by direct Federal grants-in-aid.

Other District of Columbia educational activities are administered by its Department of Public Health, Department of Public Welfare,

¹ Not included in this chapter is the United Planning Organization (UPO) a private, nonprofit group, operating with Ford Foundation, Health, Education, and Welfare Department, Department of Labor, and Office of Economic Opportunity funds. UPO carries on multiple education and training programs in Washington, D.C., and the metropolitan area, but during fiscal 1967 was not under the jurisdiction of the District government, Maryland, or Virginia. The purpose of the UPO, a community action organization, is to involve the poor in the war on poverty. During the fiscal year 1967, UPO programs (some of which it operated and some of which it merely funded) included job development; the neighborhood youth development program; the neighborhood development centers; Roving Leaders; the Neighborhood Youth Corps; the Opportunities Industrialization Center; the manpower Information System; Small Business Development Center; vocational enrichment; the Housing Improvement Center; newcomers project; laundromat project; Citizens Information Service; and suburban programs, among others. UPO funds obligated through Dec. 31, 1966, totaled \$8,765,543—a part of which is reflected in Federal grants for District of Columbia programs.

Department of Corrections, Fire Department, and Metropolitan Police Department.

The Federal City College, to be conducted by the Board of Higher Education, and the Washington Technical Institute, to be conducted by the Board of Vocational Education, were authorized in fiscal year 1967, the period covered by this survey, but were not then in operation.

The educational programs under the government of the District of Columbia are supported from District of Columbia general funds appropriated by Congress, based primarily upon locally collected revenues. Most of these programs are supported also by Federal grants-in-aid, and some enjoy private contributions. For example, the Board of Education alone, in fiscal 1967, received grants-in-aid under the following Federal acts and programs:

Department of Health, Education, and Welfare: Impact aid; Elementary and Secondary Education Act (ESEA) of 1965, title I; ESEA, title II; ESEA, title III; ESEA, title V; ESEA, title VI; National Defense Education Act; Vocational Education Act of 1963; George-Barden program; Civil Defense Act; Adult Basic Education Act; Higher Education Act, National Teacher Corps; National Foundation for the Arts and Humanities; student loan fund; fellowships for teachers of handicapped children; Civil Rights Act of 1964; elementary and secondary education amendments, Public Law 89-313; and elementary and secondary education amendments, Public Law 89-750.

Department of Agriculture: National school lunch program; non-food assistance program; special milk program; Child Nutrition Act; lunch program at Shaw and Stuart Junior High Schools.

Office of Economic Opportunity: Model school; preschool; "Head-start"; Urban Teaching Corps; and work-study at District of Columbia Teachers College.

Department of Labor: Work-scholarships; Neighborhood Youth Corps; and Manpower Development Act.

During the same period, the Board of Education received contributions from the Eugene and Agnes Meyer Foundation and other private foundations and groups.

The District of Columbia government reports that total identifiable obligations for educational activities during fiscal year 1967, amounted to \$105,130,879. This figure includes: District of Columbia general funds, \$82,393,403; Federal grants-in-aid, \$22,642,630; and private contributions, \$94,846.

The following breakdown was also supplied by the District of Columbia government:

The Board of Education's total obligations, fiscal year 1967, amounted to \$98,854,054, of which, \$80,644,593 came from District of Columbia general funds, \$18,150,148 were Federal grants-in-aid and \$59,313 were private donations.

The Department of Public Welfare's total identifiable obligations for educational activities amounted to \$5,413,403 in fiscal year 1967. This figure included \$1,072,027 from the District of Columbia general funds; \$4,325,489 Federal grants-in-aid; and \$15,887 in private donations.

The Department of Public Health's total identifiable obligations for educational activities, fiscal year 1967, amounted to \$182,175 of which

\$81,359 came from District of Columbia general funds; and \$100,816 were Federal grants-in-aid.

The Department of Corrections had total identifiable obligations for educational activities, during fiscal year 1967, of \$307,749 of which \$221,926 came from District of Columbia general funds; \$66,177 were Federal grants-in-aid; and \$19,646 were private donations.

The Fire Department and the Police Department reported total obligations for educational activities during fiscal year 1967 as amounting to \$124,142 and \$249,356 respectively, and no grants-in-aid or private donations.

B. BOARD OF EDUCATION

1. THE PUBLIC SCHOOL SYSTEM AND OTHER REGULAR BOARD OF EDUCATION ACTIVITIES

Purpose.—The purposes of the public school system and other regular Board of Education activities are to provide: (1) for the kindergarten, elementary, secondary, and vocational education of children residing in the District of Columbia; (2) for the education of adults, including veterans, to enable them to earn high school equivalent certificates; (3) for the operation of the Americanization School; and (4) for the racial integration of all school facilities.

History and description.—Public schools have been operated in the District of Columbia since 1805. For the first 60 years development was fitful and public education limited largely to the poor. The first public normal school for white girls was established in 1874 and one for Negro girls in 1879. By 1876 there was a regular public school system operating under a board of education and a superintendent of schools, but on a limited basis. In 1879 the first Negro high school was established and 3 years later the first white high school was opened. Kindergartens were introduced in 1898; and, as at present, kindergarten attendance was not compulsory.

On June 20, 1906, the Congress of the United States, without relinquishing ultimate control of the District of Columbia educational budget or of District of Columbia teachers' salaries, delegated fiscal control of District of Columbia education to the three-member Board of Commissioners appointed by the President, and the operation of the District of Columbia public school system to a nine-member Board of education to be appointed by the District judges, and to a Superintendent of Schools to be appointed by the Board. The Board was to exercise authority over curriculum; over the appointment, transfer, promotion, dismissal, and transfer of teachers; and over the use of the public school buildings for supplementary educational purposes. This same governmental organization of public education in the District of Columbia—the President-appointed Board of Commissioners, the judge-appointed Board of Education, and the Board of Education-appointed Superintendent—continued to function throughout fiscal year 1967, the period covered in this survey.

Immediately following the relevant U.S. Supreme Court decision, May 17, 1954, the process of desegregation of the District of Columbia school system was begun; and integration became an intrinsic part of educational policy.

During the fiscal year 1967, the Board of Education operated not only the usual elementary, junior high, senior high, and vocational

schools, but also such special schools as the Boys Junior-Senior High School which provided specialized curriculum for mentally disturbed or particularly disruptive boys; the Webster School for pregnant girls; the Whipper Home for unwed mothers; the Sharpe Health School for orthopedically handicapped children; the Military Road School for severely mentally retarded but trainable children; the laboratory schools which provide regular elementary school instruction for neighborhood children, prepare student teachers for their careers and undertake various educational experimentations; the tri-school project to unify the educational opportunities of the biracial Southwest community; the evening and summer schools; the Armstrong Adult Education Center; the Americanization School; the demonstration schools for inservice teacher training; and inservice courses at District of Columbia Teachers College.

The Board of Education sends District of Columbia blind children to outside institutions and District of Columbia deaf children to the Kendall School of Gallaudet College.

The Board of Education also runs the Capitol Page School located in the Library of Congress—but under contract on a fully reimbursable basis.

The Model School Division (MSD) was established in 1964 to operate as a semiautonomous subsystem within the regular District of Columbia public school system, to develop new programs to help children in the inner city areas. MSD implements some 26 innovative projects in five preschools, 14 elementary schools, three junior high schools, one senior high school. MSD has been discarding educational gear considered to be outmoded and replacing it with new materials in such fields as reading, mathematics and social studies. Classroom patterns have been altered by the use of teams of teachers and nongraded course sequences. Cultural enrichment is stressed.

Legal authorization.—Organic law of June 20, 1906, 34 Stat. 316, chapter 3446.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable, total District of Columbia general funds: \$80,644,593. This figure does not include grants-in-aid from the Department of Health, Education, and Welfare, the Department of Agriculture, the Department of Labor, and the Office of Economic Opportunity of \$14,970,701.

2. PRESCHOOL PROGRAM

Purpose.—The purpose of the preschool program is to encourage "disadvantaged" children to get along with other children, to develop skills and acquire self-confidence in order to forestall failure in the primary and intermediate grades.

History and description.—The project provides both an instructional program for "disadvantaged" children between 3 and 5 years of age and an educational program for their parents. Five preschool centers located in churches and a Salvation Army headquarters situated in the Cardozo target area, serve parents and children.

During fiscal 1967, the District of Columbia public school system had total responsibility for the preschool program; but it was funded mainly by the Office of Economic Opportunity (OEO).

Legal authorization.—34 Stat. 316; Public Law 88-452; and Public Law 89-10, title I.

Obligations, fiscal year 1967.—Grant from ESEA, title I, \$51,917; grant from OEO, \$248,314; total grants, \$300,231.

3. PROJECT "HEADSTART"

Purpose.—The purpose of "Headstart" is to reduce cultural deprivations among preschool children.

History and description.—The project was started in 1964-65, under the auspices of the Board of Education, but with Office of Economic Opportunity funds. Children from 4 to 6 have been taken on field trips, and given speech therapy and vocabulary enrichment.

Legal authorization.—34 Stat. 316, chapter 3446; and Public Law 88-452.

Obligations, fiscal year 1967.—Grant from OEO; total, \$987,734.

4. PROJECT "STAY" (School to Aim Youth)

Purpose.—The purpose of "STAY" is to give school dropouts a chance to complete their high school education.

History and description.—The school was established in March 1965. During each regular schoolday, between 3:30 and 10 p.m., classes are held at Springarn High School in English, mathematics, science, social studies and other subjects needed to qualify for a high school diploma. In 1966, a "STAY" summer program was undertaken at Cardozo High School; and in addition to dropouts, students who could not keep up or for some reason could not attend the regular school were served. A child-care service was provided for parents attending "STAY."

Legal authorization.—34 Stat. 316; and Public Law 89-10, titles I and III.

Obligations, fiscal year 1967.—Grants from ESEA; title I, \$243,369; title III, \$14,082; total, \$257,451.

5. URBAN TEACHING PROJECT

Purpose.—The aim of this project is to provide interns (teacher trainees) with the opportunity of learning to teach through understanding their students and their environment.

History and description.—The Cardozo project in urban teaching was initially conceived as a program which would recruit and train returned Peace Corps volunteers to teach in inner city schools and would seek improvement of the curricular programs offered in these schools. It was begun in September 1963, with funds granted by the President's Committee on Juvenile Delinquency through Washington Act for Youth. During 1965-66 and 1966-67 the project was financed by grants from the Office of Economic Opportunity. It has broadened its recruitment policy to include able people other than Peace Corps volunteers, including experienced teachers, recent college graduates, and others who have evinced an empathy for the kind of school and community work demanded by the project.

This project trains interns to teach in the unique conditions of the inner-city schools by placing them directly into these schools. From the first day of the program, interns assume complete responsibility for teaching their own classes. They choose the material to be taught

and develop their own lesson plans. As they teach, the interns are often observed by a curriculum specialist in their subject, the project director and by other interns and teachers. A free exchange of criticisms and suggestions among project staff and interns, frequent conferences with the curriculum specialist, and a process of constant self-evaluation are major components of the training.

Interns become involved in after-school clubs and activities, take the students on trips, have conferences with them, visit their homes, and sometimes invite them to their own apartments. Many of the interns live in the community in which they teach.

Legal authorization.—34 Stat. 316 and Public Law 88-452.

Obligations, fiscal year 1967.—Grant from Office of Economic Opportunity (Sept. 2, 1966 to Sept. 1, 1967) : total, \$335,929.

6. EXTENDED DAY SCHOOLS

Purpose.—The purpose of this program is: (1) to provide library services and assistance with homework for elementary school children; and (2) to provide junior high students with subject courses unavailable to them during regular school hours.

History and description.—This is one of the innovative projects of the Model School Division, initiated in the 1965-66 school year. Two elementary school libraries are open in the evening. Each junior high school has a trained counselor working with the program.

Legal authorization.—34 Stat. 316; title I; Public Law 89-10 and Public Law 81-874.

Obligations, fiscal year 1967.—Grants under Impact Aid and Elementary and Secondary Education Act; total \$204,101.

7. COMMUNITY SCHOOLS

Purpose.—The purpose of this program is to establish a family school and service center through which a comprehensive program for continuing education from infancy, through the parent (and ensuing adult) years may be provided.

History and description.—Actual operation of this activity began in the fall of 1965 at the Logan Elementary School where a program was developed to meet the community's needs and recruit the necessary volunteers and resources. In 1966, with funds from the Junior League of Washington, the program was expanded to Maury Elementary School. In March 1967, three community school coordinators were assigned to schools in the Model School Division.

The actual programs vary from school to school, since, by definition, the particular activities sponsored by the community school are based on the desires and needs of the community it serves. Each program starts "where the participants are," whether child or adult. Each school offers evening and weekend programs.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title III.

Obligations, fiscal year 1967.—Grant under ESEA, title III; total, \$250,549.

8. "WISE" (WASHINGTON INTEGRATED SECONDARY EDUCATION)

Purpose.—The purpose of this activity is to develop a demonstration in racially, economically, socially, and culturally integrated

education by (1) establishing a model education program of such caliber and inspiration as to preserve the existing integrated character of the schools or to encourage further racial balance; and (2) developing a concept of educational values that could serve as a standard for the entire city.

History and description.—This program was initiated with a planning contract between the District of Columbia public schools and George Washington University to cover the period from October 1, 1966 to June 30, 1967. Summer workshops were held with teachers to develop and refine the curriculums in English, social studies, and reading. Textbooks to update and coordinate the curriculum were secured. A Spanish language research project in individualized instruction, using a programmed approach was developed. Teacher aides, reading teachers, building coordinators, a librarian, a speech teacher, and a vocational education teacher were employed. Three student teachers were secured.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title III.
Obligations, fiscal year 1967.—Planning grant under Elementary and Secondary Education Act, title III; total, \$100,000.

9. SCOPE (SCHOOL AND COMMUNITY OPERATING IN PARTNERSHIP FOR EDUCATION)

Purpose.—The aim of this program is to match designated schools east of Rock Creek Park with schools west of the park in developing a model sequential program in the communication arts for teachers and students; and to disseminate information about project innovations suitable for incorporations in regular programs.

History and description.—1966-67 was the first year of operation for this project, the initial stages of which involved fostering creativity in able children in 23 schools in Washington, D.C. Of these schools, 20 were located in an area west of Rock Creek Park, and three were east of the park. Included in the program was one elementary parochial school, one secondary parochial school, and the middle and upper schools of a private institution. The ideas basic to the project were the result of the cooperative thinking of the principals and headmasters of the 23 schools, who formed themselves into a steering committee, opening membership to community persons and parents. Participation of all personnel, except the staff, in any part of the project has been on a voluntary basis.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title III.
Obligations, fiscal year 1967.—Planning grant under Elementary and Secondary Education Act; total, \$8,500.

10. EDUCATION RESOURCES CENTER

Purpose.—The purpose of this program is to improve pupil learning in the District of Columbia by serving all school personnel in the areas of: (a) teacher inservice training; (b) innovative curriculum development; and (c) providing a central year-round facility for teacher use for professional improvement.

History and description.—The center commenced operation on January 3, 1967. It serves all public and nonpublic schools in the District of Columbia. It utilizes the resources of all appropriate institu-

tions such as the Smithsonian Institution, Corcoran Gallery of Art and the major universities in the area.

Personnel of all District of Columbia school systems receive training in educational technology, the application and use of new media and innovative curriculum development procedure.

Legal authorization.—34 Stat. 316; and Public Law 89-10; title III.

Obligations, fiscal year 1967.—Grant under Elementary and Secondary Education Act; total \$346,575.

11. SCHOOL DESSEGREGATION PROGRAM

Purpose.—The purpose of this program is to provide assistance to schools in solving the special education problems occasioned by school desegregation.

History and description.—The school desegregation program began operation on November 1, 1966, and is an integral part of the public schools of the District of Columbia. The emphasis of the program is on helping teachers and administrators to identify and cope with their desegregation problems.

Legal authorization.—34 Stat. 316; and Public Law 88-352, title IV.

Obligations, fiscal year 1967.—Grant under the Civil Rights Act of 1964, title IV; total \$85,000.

12. ENRICHMENT THROUGH RADIO PROGRAM

Purpose.—The purpose of this program is to enrich the language arts curriculum, to develop a greater awareness in students of their aural environment; and to help the student communicate more effectively.

History and description.—It is estimated that about 30 percent of the children upon entering school in the District of Columbia find themselves in an environment that seems foreign to them and hear a language spoken which they find hard to understand.

It is different from the language spoken in their families and by their associates. These children usually come from "culturally deprived" poverty areas. Experimentation is necessary in order to determine the best possible combination of techniques, media and program in language arts instruction. This program experimented with the utilization of radio facilities to enrich language arts curriculum and to assist classroom teachers to teach children with language deficiencies.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title III.

Obligations, fiscal year 1967.—Planning grant under Elementary and Secondary Education Act, title III; total \$67,269.

13. PROJECT 400

Purpose.—The purpose of this program is to explore the feasibility and effectiveness of using nonteaching professionals for regular and sustained high school teaching in cooperation with regular teachers.

History and description.—Project 400 was used at Roosevelt High School during 1966-67. Together, teachers and volunteer professionals exchanged perspectives of their common subject interests and ascertained ways of affecting the academic and social development of the students.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title III.
Obligations, fiscal year 1967.—Grant under Elementary and Secondary Education Act, title III; total \$64,606.

14. SEMINARS WITH PROFESSIONALS

Purpose.—The intent of these seminars is to provide enrichment courses for outstanding students attending public and private high schools in the District of Columbia.

History and description.—These seminars were held in 1966-67 at the Heights Study Center (for boys) and Stonecrest Study Center (for girls). Instructors were professional men and women, chosen both for their competence in their fields and their interest in participating in such a program. It was hoped that opening a communication bridge between the high school student and the professional community would be an effective supplement to the ordinary high school curriculum, particularly in the case of the outstanding student.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title III.

Obligations, fiscal year 1967.—Grant under Elementary and Secondary Education Act: \$75,035.

15. EDUCATIONAL MEDIA CENTER

Purpose.—The purpose of this program is to evaluate and select materials for central library distribution to all schools; and to instruct teaching personnel in the use of audiovisual equipment and materials.

History and description.—There have been audio- and visual-aid services in the District of Columbia public school system since 1935. The Department of Audiovisual Instruction was organized in 1956-57, and, in 1966-67, it established the Educational Media Center. Using funds, largely from title II of the Elementary and Secondary Education Act, the Center has sought to bring the quality level of equipment up to standard; replace obsolete and worn-out equipment; furnish additional equipment to schools that did not benefit from title I funding; and make it possible to place audiovisual materials in all public and nonpublic schools to strengthen the library programs.

Legal authorization.—34 Stat. 316; and Public Law 89-10, title II.

Obligations, fiscal year 1967.—Grant under Elementary and Secondary Education Act, title II: \$96,467.

C. BOARD OF HIGHER EDUCATION

1. FEDERAL CITY COLLEGE

Purpose.—The purpose of the establishment of the Federal City College is to provide (1) a public liberal arts institution granting degrees at three levels: associates, bachelors, and masters; (2) teacher-training; and (3) courses in such professional fields as business and engineering.

History and description.—On November 7, 1966, Congress authorized the creation of a Federal City College and a board of Higher Education to administer it.

The school has an "open admissions policy" whereby any applicant who has a high school diploma or the equivalent will be accepted subject to a lottery system of selection to prevent overcapacity. The original recruitment numbered over 6,000 for a total possible opening day enrollment of 2,400.

Legal authorization.—Public Law 89-791, November 7, 1966.

Obligations, fiscal year 1967.—None. Although authorized in fiscal 1967, no money was appropriated for that year.

D. BOARD OF VOCATIONAL EDUCATION

1. WASHINGTON TECHNICAL INSTITUTE

Purpose.—The purpose of the Washington Technical Institute is to offer opportunities for career development in professional, semi-professional, and technical areas as well as general academic education leading to certificates, diplomas, and associate degrees.

History and description.—On November 7, 1966, Congress authorized the creation of the Washington Technical Institute and a Board of Vocational Education to administer it.

The institute plans curriculum development to meet the basic manpower needs of the District of Columbia. Curricula offerings include computer programming, automatic data processing, nursing and allied skills, business administration, printing, advertising, police science education, correctional administration, mechanical technology, electronic technology, aeronautical technology, and urban development technology. A research and development division designs programs to prepare residents to obtain jobs.

Legal authorization.—Public Law 89-791, November 7, 1966.

Obligations, fiscal year 1967.—None. Although authorized in fiscal 1967, no money was appropriated in that year.

E. DEPARTMENT OF PUBLIC WELFARE

1. SCHOOL PROGRAMS AT CHILDREN'S CENTER

Purpose.—The purpose of Children's Center, a complex of three separate but related institutions, situated in Laurel, Md., is to rehabilitate, educate, and train mentally retarded and delinquent children committed to the Department of Public Welfare of the District of Columbia.

History and description.—These programs are the outgrowth of the establishment of the Industrial Home School for White Children in 1827, of the Industrial Home School for Colored Children in 1907, and the District Training School for Mentally Retarded Children in 1924.

In 1954 the Industrial Home School for White Children was discontinued; and Maple Glen School for Delinquent Children was opened near the District Training School for Mentally Retarded Children in Laurel, Md. In 1955, the Industrial Home School for Colored Children was closed; Cedar Knoll School for Delinquent Children was opened in Laurel; all three institutions were integrated; and the complex was called Children's Center.

The educational programs at the Center are administered by a Superintendent of Schools with a seven-member staff including speech and hearing specialists and supervisory personnel in the areas of voca-

tional education and work training. Each of the institutions has its own separate facilities and is staffed by a school superintendent and a faculty of specially trained, certified teachers.

The District Training School, with a staff of 25, provides preschool classes for the young mentally retarded; classes for educable and trainable mentally retarded individuals of varying ages and levels of development; programs of practical vocational and on-the-job training for older residents; and part-time and full-time employment programs for the more able retarded. During fiscal year 1967 some 377 residents engaged in the regular school classes.

The Maple Glen School, with a staff of 14, provides a remedial elementary program for "mildly delinquent" boys, 9 through 16 years of age, who have been committed by the Juvenile Court of the District of Columbia. During fiscal 1967, 321 boys were enrolled.

The Cedar Knoll School, with a staff of 31, provides remedial classes in the basic skill subjects, regular junior and senior high school classes, and vocational on-the-job training for the "more aggressive" and the older boys from 12 through 19 years of age and for all the delinquent girls in the same age group who have been committed by the Juvenile Court. During fiscal 1967, 771 Cedar Knoll residents engaged in the remedial and high school classes and 301 in special work-training programs.

Legal authorization.—Presidential Reorganization Plan of 1952. Organization Order 140, February 11, 1964.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable; total, \$577,767. This figure includes the following: local funds, \$442,714; grants under the Elementary and Secondary Education Act, \$111,482; Health, Education, and Welfare Department grant, \$17,184; private contributions, \$6,387.

2. SCHOOL PROGRAM AT JUNIOR VILLAGE

Purpose.—The purpose of the Junior Village school is to continue, without interruption, the education of the "neglected, dependent children" from prekindergarten through 18 years of age placed at the institution for care.

History and description.—Junior Village located in Blue Plains, Md., is an outgrowth of the Industrial Home Annex which was started in July 1948. The school program is supervised by an accredited principal responsible to the administrator of the institution and is staffed with qualified teachers.

During fiscal 1967, a study to evaluate the effectiveness of the Junior Village school program was conducted with funds available under the Elementary and Secondary Education Act.

Legal authorization.—Presidential Reorganization Plan of 1952. Organization Order 140, February 11, 1964.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable; total, \$162,065. This figure includes: local funds, \$134,810; grants under the Elementary and Secondary Education Act, \$27,255.

3. SCHOOL PROGRAM AT THE RECEIVING HOME FOR CHILDREN

Purpose.—The purpose of this program is to provide classes for "delinquent and/or neglected children" admitted to the institution for temporary care while awaiting determination of their cases.

History and description.—During 1958, the Advisory Committee on a School Program for the Receiving Home organized the educational activities which were formally initiated in September of that year. A school principal and four teachers carry on the work.

Legal authorization.—Presidential Reorganization Plan of 1952. Organization Order 140, February 11, 1964.

Obligations, fiscal year 1967.—Operating and administrative, not clearly separable; total, \$19,270. No grants.

4. WORK AND TRAINING OPPORTUNITY CENTER (WTOC)

Purpose.—The purpose of this program is to help the heads of households who are receiving welfare to find new roles within the community for themselves and their families.

History and description.—The Work and Training Opportunity Center (WTOC) was started in 1965 under the auspices of the District of Columbia Department of Public Welfare, funded by the Department of Health, Education, and Welfare and by the Office of Economic Opportunity. WTOC provides remedial education, counseling, job-conditioning, placement in on-the-job training, and supportive services.

Legal authorization.—Public Law 88-452.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$3,919,573. This figure includes: District of Columbia general funds, \$41,958; Office of Economic Opportunity grants, \$3,877,615.

5. THE CAMILLE B. HAYES TRAINING CENTER

Purpose.—The aim of the Camille B. Hayes Training Center is to prepare selected mothers who are receiving "aid to families with dependent children" (AFDC) with educational and job skills leading to their economic independence.

History and description.—This training center was started in 1961 as the Public Welfare Training Center and was renamed the Camille B. Hayes Training Center in 1967. The center provides courses in basic education to enable the student mothers to take and pass the high school equivalency examination. The center also provides remedial education, placement services, and training in child care, nursing, food services, typing, and other such skills.

Legal authorization.—Commissioners' Order No. 61-306.

Obligations, fiscal year 1967.—Operating and administrative not clearly separable; total, \$195,997. This figure includes: District of Columbia general funds, \$40,760; Health, Education, and Welfare grants, \$155,237.

6. DISTRICT OF COLUMBIA "HEADSTART"

Purpose.—The purpose of this program is to provide special training and enriching experiences for deprived and neglected pre-school-

age children, in order to erase patterns of frustration and failure and better prepare them to enter school.

History and description.—This program was started in June 1965, under the auspices of the District of Columbia Department of Public Welfare at Junior Village; and was funded in major part by a grant from the Office of Economic Opportunity. It was carried on through fiscal year 1967.

Legal authorization.—Commissioners' Order 65-821, June 17, 1965.

Obligations, fiscal year 1967.—Total, \$23,416. This figure includes: District of Columbia general funds, \$1,157; Office of Economic Opportunity grant, \$22,259; no private contributions.

7. STAFF DEVELOPMENT

Purpose.—The purpose of this program is to improve the operations of the District of Columbia Department of Public Welfare through the effective utilization and development of its manpower resources.

History and description.—In May 1963, the Office of the Special Assistant to the Director for Special Projects (including staff development), was established. Prior to that time, no organized training programs related to the variety of needs of workers were in existence. Growth has been continuous since that time, and the variety of programs in fiscal year 1967 included such diverse areas as full-time attendance at 2-year graduate schools of social work; language and communication workshops; medical and nursing courses at universities as well as in-service courses; instruction in modern drug therapy; in-service training programs to prepare baccalaureate degree employees to function as welfare services workers; management and supervisory development courses; training in automatic data processing; specialized courses for educators; orientation to the Department; personnel management; and many others.

In fiscal 1967, 562 employees attended 99 different interagency and out-of-agency courses, for a total training investment of 38,810 man-hours. Also, 2,241 employees attended 62 different inservice courses, for a total training investment of 97,275 hours.

Legal authorization.—(1) The Government Employees Training Act of July 7, 1958 (Public Law 85-507); (2) The Federal Personnel Manual, chapter 410; (3) employee training policy memorandum of the Board of Commissioners, January 15, 1959; and (4) The District of Columbia Personnel Manual, chapter 11.

Obligation, fiscal year 1967.—Total tuition paid for interagency and out-of-agency programs, \$14,514. This does not include costs of course development, materials, or salaries for inservice programs.

F. DEPARTMENT OF PUBLIC HEALTH

1. HEALTH EDUCATION OF PROFESSIONAL PERSONNEL OUTSIDE OF THE DEPARTMENT

Purpose.—The purposes of this activity are: (1) to provide and stimulate the use of educational and training facilities for all medical and paramedical professions insofar as possible; and (2) to assemble and disseminate to professional medical and health personnel, in the District of Columbia, information and instruction concerning laws,

techniques, and research findings in diagnosis, case finding and treatment for the prevention of disease.

History and description.—Since its establishment, the Department of Public Health has joined with the professional medical societies in informing members of the medical and health professions of current developments in all phases of public health, particularly preventive measures of benefit to the community's health.

District of Columbia General Hospital maintains a postgraduate training program for intern and resident staffs and various appointees from the schools of medicine at Georgetown, George Washington, and Howard Universities.

In addition, personnel already established in the medical and health professions come to the District of Columbia Department of Public Health from all over the United States and abroad to study under fellowships. Funds for these fellowships come from various sources, such as the government of the individual's country or from one of the numerous foundations interested in the advancement of medicine.

A 54-week course of training for laboratory technicians was established in 1965 as a result of a grant from the U.S. Department of Labor to the District of Columbia Board of Education under authority of the Manpower Development and Training Act. Completion of the course leads to certification as a laboratory technician.

Legal authorization.—Reorganization Plan No. 5, 1952.

Obligations, fiscal year 1967.—The Department of Public Health has reported these obligations as being: "Not separable from obligations for other activities of the Department of Public Health." However, some of these educational activities are supported by grants.

2. SPECIAL PROFESSIONAL NURSE TRAINING

Purpose.—The purpose of this program is to provide all necessary undergraduate education and training in a nationally accredited course leading to the registered nurse diploma whereby graduate nurses may be supplied for the District of Columbia General Hospital and the community.

History and description.—The Capital City School of Nursing is an outgrowth of the Society of the Washington Training School for Nursing organized in 1877. The school was incorporated in 1904 under the general corporation laws of the District of Columbia and immediately became a part of District of Columbia General Hospital, then known as Gallinger Hospital.

The school provides for each trainee a 3-year basic diploma program in professional nursing leading to certification as a registered nurse.

Legal authorization.—Annual Appropriations Act; activity described as "Nursing Education," under District of Columbia General Hospital.

Obligations, fiscal year 1967.—Operating and administrative reported not clearly separable; total \$940,422.

3. HEALTH INSTRUCTION OF CLINIC AND HOSPITAL PATIENTS

Purpose.—The objective of this program is to provide instruction in the fundamentals of personal, home, and community hygiene to clinic and hospital patients and their families designed to enable them

to carry out prescribed treatment to aid in the patient's recovery and return to normal activities.

History and description.—This type of health education program has been given by the Department of Public Health for many years. The methods employed include group meetings, demonstrations, and individual consultations. Public health nurses and consultants, psychiatric and medical social workers, venereal disease specialists, nutritionists, and other employees meet patient classes and groups for discussion of common problems.

A program for pregnant women is carried on jointly by the Bureau of Maternal and Child Health, the Bureau of Public Health Nursing, and D.C. General Hospital. The instruction, given both in groups and individually during pregnancy and hospitalization as well as in the posthospital period, covers personal hygiene, nutrition, the needs and management of the infant, and birth control.

Occupational therapy programs at D.C. General Hospital and Glenn Dale Hospital have as their objectives promotion of patient recovery and assurance of increased physical and mental stability upon return of the patient to normal activity.

The Department's home care program for chronically ill, home-bound, medically indigent District residents depends for its success in great part on health instruction provided by Department personnel to patients and their families. Public health nurses, physicians, clinical social workers, and other ancillary personnel join in providing instruction helpful to the patient and his family.

Legal authorization.—Reorganization Plan No. 5, 1952.

Obligations, fiscal year 1967.—Reported not separable from other obligations of the Department of Public Health.

4. PROGRAMS OF SPECIAL EMPHASIS IN HEALTH EDUCATION

Purpose.—The purpose of these programs, based on priority of needs and interest, is to facilitate involvement of groups in health program planning and implementation to increase awareness of available resources so that optimal health can be achieved and maintained, and to utilize the school as a center of instruction in good health practices.

History and description.—Demonstrations of direct teaching of health education are conducted by staff members from the Health Department's Bureau of Public Health Nursing in all levels of public, vocational, and parochial schools, including the teachers' colleges.

Approximately half the time of dental hygienists of the Health Department's Bureau of Dental Health is spent in direct classroom teaching in the District's public and parochial schools. In addition to instruction on the care of teeth and correction of defects, the subjects of nutrition and personal hygiene are covered.

Legal authorization.—Reorganization Plan No. 5, 1952.

Obligations, fiscal year 1967.—Reported not separable from obligations for other educational activities of the Department of Public Health.

5. INSERVICE TRAINING

Purpose.—Inservice training for Department of Public Health personnel has five main purposes: (1) To make up for deficiencies in technical and scientific information required for a position; (2) to enlarge the outlook and understanding of a specific job; (3) to acquaint staff members with the functions of personnel and public relationships in order to achieve smoother performance; (4) to keep staff members abreast of new technical, procedural, and administrative developments as derived from experience in other jurisdictions; and (5) to provide training in subprofessional jobs for "disadvantaged" and unskilled individuals enrolled in various Federal programs for the relief of poverty.

History and description.—The Training Section of the Health Department's Personnel Division has long sought to establish a total employee development program which eventually will provide an educational diagnosis of the individual employee's training needs and will offer means of meeting the Department's needs.

All new employees attend induction orientation sessions. Regular staff meetings of the individual bureaus and hospitals and regularly scheduled departmental staff conferences are held to provide professional personnel with information on changes in services rendered, and new developments and techniques in detection, diagnosis, therapy, and research.

On-the-job-training courses have been maintained at D.C. General Hospital and Glenn Dale Hospital for graduate nurses, nonprofessional employees of the nursing services, and domestic employees of the housekeeping services. Training also is provided for graduate nurses returning to the professional field after an extended absence. Employees have been trained in the operation of newly purchased and highly sophisticated equipment. Biostatistics and Management Analysis Divisions adopted new systems and procedures for which IBM trained the operators. With the objective of equipping them better to meet the demands of medicare, key personnel in the medical Care Directorate received instruction in medical care and health service administration. Financed by the U.S. Public Health Service, the training was on the university level.

In-service training is given regularly on a short-term basis to groups of public health nurses, graduate nurses, and licensed practical nurses in such subjects as the treatment of tuberculosis, mental retardations, and maternal and school health. Licensed practical nurses at D.C. General Hospital received instruction in "administration of intramuscular penicillin" during fiscal year 1967. The Training Section of the Personnel Division administers special subprofessional training and employment programs in cooperation with such local/Federal programs as Neighborhood Youth Corps, manpower training and development, work and training opportunity center, "New Careers", and others.

Year-round enrollees from the Neighborhood Youth Corps are part of a long-range plan to coordinate work, study, and eventual employment. One hundred and twenty five NYC enrollees came into the Health Department under that program in 1967. The youngsters, aged 16 through 21, work a maximum of 40 hours per week during the

summer months and 15 hours weekly during the school term. They are briefed on programs, policies, services, and facilities of the Department of Public Health. The youth opportunity campaign provides work and training during the summer months for youths aged 16 through 21. Late in fiscal year 1967, 177 such youngsters had been assigned to participate in the Health Department's training programs. The work training and opportunity center, administered by the District of Columbia Department of Welfare, offers formal training prior to on-the-job training status. Forty-nine individuals have received training within the Health Department in clerical or nursing assistant duties under this program. The new careers program of the United Poverty Organization provided eight trainees who received instruction within the Department as school health services aides. Twenty-two "disadvantaged" young people came into the Health Department for on-the-job training as mental health aides.

The Health Department gives a 3-month training course to home care aides after employment at a GS-1 level. TB health aides received 6 months on-the-job training prior to working in the field. Neighborhood health aides are given formal training which varies according to the types of assignment they will receive. Used as mental health aides or as health education aides, their function is to make home visits and assist in motivating disadvantaged families to use health services.

Legal authorization.—Reorganization Plan No. 5, 1952.

Obligations, fiscal year 1967.—Reported not separable generally from obligations for other activities of the Department of Public Health.

6. HEALTH EDUCATION OF THE GENERAL PUBLIC

Purpose.—The primary objective of this activity is to stimulate greater public awareness of District of Columbia Department of Public Health programs, services and facilities, thereby increasing their utilization by District residents. An additional objective is the dissemination within the Department of information and materials of benefit to staff members.

History and description.—The Health Education and Information Division is charged with the responsibility for this activity. The Division is an outgrowth of the Bureau of Public Health Education, created within the Department of Public Health, June 2, 1937, after passage of the Social Security Act brought about a major reorganization of the Department.

The Health Education and Information Division plans, stimulates, and organizes community health programs; assists the Department in maintaining good working relationships with cooperating agencies and community and civic groups conducting studies and investigating possible solutions for local health problems; prepares exhibits and other visual aids as well as pamphlets on health subjects; maintains a 400-film library, a reference library, and a clipping service for staff members; promotes joint planning and coordination of educational programs with other bureaus; provides health lecture services for groups; and prepares press releases and provides informational services for newspapers, periodicals, radio and television stations.

The Division is involved in the preparation and implementation of educational activities in the Health Department's programs.

During the fiscal year 1967, six Youth Corps enrollees were assigned to the Division's Community Organization Section for training. Two, who came to the Division during the summer months of fiscal 1967, assisted in the development of a questionnaire for use in dissemination of information on venereal disease. The two then contacted groups of young people at public places such as swimming pools and recreation centers. Informal informative discussions on venereal disease were led by the pair of Youth Corps enrollees with approximately 300 teenagers participating. Over the winter months of fiscal 1967, four Youth Corps enrollees received approximately 15 hours of training on various Health Department programs, among them the measles immunization clinics and the Mobile Chest X-ray Unit. More than 20,000 schoolchildren heard health topics discussed by health educators, who utilized films, posters, and health pamphlets. A puppet show, involving basic good health practices, was presented on 50 occasions and reached 7,000 preschoolers.

A wide range of health subjects such as alcoholism, infant care, drugs, tuberculosis, adolescence, and venereal disease was covered in 3,232 showings of films before a total of more than 138,000 individuals of all ages. An intensive program of public education on the Health Department's birth control program was carried on by health educators, health aides and other Division staff members. Directed at both groups and individuals, this drive substantially increased the number of women who availed themselves of services at the birth control clinics. Health educators conducted or appeared on more than 400 programs at meetings of community health groups where attendance totaled approximately 10,500 adults.

Four cooperative 3-hour seminars were held for 35 supervisors from the Public Assistance Division of the District of Columbia Department of Public Welfare. Training sessions for female health and physical education teachers from the District of Columbia schools involved 14 presentations and 557 participants, who received instruction on the Health Department's programs on venereal disease, sex education, and prenatal care. A workshop on venereal disease education was held for the District Congress of Parent-Teacher Associations. In addition, staff members presented programs before local PTA's to a total audience of 2,541.

The Visual Aids Section of the Health Education and Information Division prints health education posters for public distribution. The Health Information and Referral Center, established as a part of the Health Education and Information Division, is in direct contact with the public. Inquiries come in by mail and telephone as well as in person for information on health facilities, services, and programs in the District. In fiscal 1967, the Center tabulated more than 16,000 telephone inquiries on health matters.

The Behavioral Sciences Section of the Division conducts studies in order to provide Health Department personnel with current research information concerning health attitudes and practices.

Legal authorization.—Reorganization Plan No. 5, 1952.

Obligations, fiscal year 1967.—Reported not separable from obligations for other activities of the Department of Public Health.

7. FEDERAL GRANT PROGRAMS

Purpose.—The purposes of these programs are: (1) to develop and improve standards of care for the sick and injured in emergency situations when professional medical services are not available; (2) to provide a nursing student loan fund; (3) to provide an opportunity for selected medical and dental students to observe and be informed of the basic principals of public health practice; (4) to develop in socially, economically, and educationally deprived youth the necessary motivation, identity, values, and capabilities for utilizing the offered training in order to hold jobs in the public health field; (5) to provide health and medical services for the Work Training and Opportunity Center through a health aide program; and (6) to train medical laboratory assistants.

History and description.—In addition to its other educational programs which are inseparable from the general functions of the Department of Public Health, the Department administers a number of educational projects under specific Federal laws and fully funded by the Federal Government. These include: a medical self-help training program (under contract with the Department of Health, Education, and Welfare); (1) a nursing student loan program (Health, Education, and Welfare; Public Health Service; Bureau of State Services); (2) an apprenticeship training program for medical students (Health, Education, and Welfare; Public Health Service; Bureau of State Services; Community Health Services); a "New Careers" training program (Office of Economic Opportunity); work training and opportunity centers (under contract with the Office of Economic Opportunity); and a training program for medical laboratory assistants (Department of Labor).

Legal authorization.—For medical self-help: Civil Defense Act, as amended, Public Law 81-920; nursing student loan: Public Health Service Act, as amended, Public Law 88-581; apprenticeship training: Public Health Service Act, as amended, section 306, Public Law 78-410; "New Careers": Economic Opportunity Act, as amended, title II, Public Law 89-794; work training and opportunity centers: Economic Opportunity Act, as amended, title V, Public Law 89-253; manpower development and training: Manpower Development Act, Public Law 415.

Obligations, fiscal year 1967.—Total Federal grants, \$100,816.

G. FIRE DEPARTMENT

1. EMPLOYEE TRAINING

Purpose.—The purposes of this activity are to provide: (1) basic training for new recruits; (2) regularly scheduled inservice training for departmental firefighting companies, personnel, and officers; and (3) occasional service to other municipal and Federal representatives.

History and description.—The Training Division was established in 1931, and presently staffs the Fire Department Training Center at a location occupied in 1961.

All new appointees receive an 8-week basic training course at the training center. The course is designed to indoctrinate and orient the recruit, provide motor skills and knowledge in rudimentary procedures

concerning firefighting and rescue operations, principles of hydraulics, protective equipment and operation of tools and appliances. In fiscal 1967, 83 probationers received 3,040 man-days of instruction and training at the Center.

Members of the Department receive periodic 1-week technical training courses at the training center. These courses are related to the fields of pump operation, aerial ladder operation, and emergency ambulance crewman procedures. Officers of the Department receive periodic 1-week intensive advanced courses at the training center in the areas of firefighting, leadership, personnel management, equipment, and hydraulics. Lieutenants of the Department are trained as American Red Cross first aid instructors.

The firefighting companies of the Department, engine, truck, and rescue squads, receive regularly scheduled unit instruction at the training center. Such instruction deals with the latest firefighting techniques and materials, as well as specialized subject material related to the mission of the Department. The unit receives training through the use of the facilities of the center.

In fiscal 1967, approximately 1,300 officers and members received specialized training amounting to 5,060 man-days at the center.

Legal authorization.—Reorganization Order No. 38, June 18, 1953.
Obligations, fiscal year 1967.—Total, \$124,142. All District of Columbia general funds; no grants.

H. DEPARTMENT OF CORRECTIONS

1. EDUCATION PROGRAM AT THE REFORMATORY FOR MEN

Purpose.—The purpose of this program is to instruct, train, and rehabilitate as many inmates as possible and return them to society with sufficient skill and social adjustment to live useful and rewarding lives.

History and description.—This program includes remedial, secondary, vocational and social education. A full-time faculty of teachers and vocational instructors is in charge.

Legal authorization.—Presidential Reorganization Plan 1952; and Reorganization Order 34, 1953.

Obligations, fiscal year 1967.—Operating and administrative reported not clearly separable; total, \$104,445. This figure includes: District of Columbia general funds, \$96,939; and private sources, \$7,506; no grants.

2. EDUCATION PROGRAM AT THE "YOUTH CENTER"

Purpose.—The purpose of this program is to train, instruct, and rehabilitate as many inmates as possible and to return them to society with sufficient skill and social adjustment to live useful and rewarding lives.

History and description.—This institution was opened in 1960 to provide intensive treatment for young adult offenders. Since its opening, great stress has been placed on education and trades training. Novel approaches to education of the problem student have been utilized to effect attitudinal as well as educational change. This program is directed by a principal and a staff of qualified educators.

Legal authorization.—Presidential Reorganization Plan, 1952; and Reorganization Order 34, 1953.

Obligations, fiscal year 1967.—Operating and administrative reported not clearly separable; total, \$80,348. This figure includes: District of Columbia general funds, \$74,308; funds from private sources, \$6,040; no grants.

3. EDUCATION PROGRAM AT THE WORKHOUSE

Purpose.—The purpose of this program is to instruct, train, and rehabilitate as many inmates as possible and to return them to society with sufficient skill, and social adjustment to live useful and rewarding lives.

History and description.—The workhouse has a limited academic and social education program primarily aimed at the functionally illiterate prisoner. This institution was recently the site of a pilot project concerned with literacy training.

Legal authorization.—Presidential Reorganization Plan, 1952; and Reorganization Order 34, 1953.

Obligations, fiscal year 1967.—Operating and administrative reported not clearly separable; total, \$108,261. This figure includes: District of Columbia general funds, \$37,684; grants, \$66,177; and, private contributions, \$4,400.

4. EDUCATION PROGRAM AT THE REFORMATORY FOR WOMEN

Purpose.—The purpose of this program is to train, instruct, and rehabilitate as many inmates as possible and to return them to society with sufficient skill, and social adjustment to live useful and rewarding lives.

History and description.—This program includes academic, vocational and social education tailored to individual need due to the relatively small number of women in confinement. One full-time and two part-time teachers conduct the program.

Legal authorization.—Presidential Reorganization Plan, 1952; and Reorganization Order 34, 1953.

Obligations, fiscal year 1967.—Total \$14,700. This figure includes: District of Columbia general funds, \$13,000; and, private sources, \$1,700; no grants.

I. METROPOLITAN POLICE DEPARTMENT

1. OPERATION OF THE METROPOLITAN POLICE TRAINING DIVISION

Purpose.—The purpose of this activity is to train new appointees; to provide in-service training in a wide variety of areas within the police vocation; to provide training designed to prepare personnel for positions of supervisory and administrative responsibility; to procure training from other agencies and formal educational institutions for those persons above the recruits level whose assignments demand job preparation beyond the scope of that offered by the training division and to provide administrative services to the department-sponsored police administration certificate program offered by the American University and the University of Maryland.

History and description.—The training division has functioned as the training facility for new members of the Metropolitan Police Department since it was organized in 1926.

The training program for recruits consists of 15 weeks of instruction on subjects ranging from the U.S. Constitution, the Bill of Rights, human relations, the District of Columbia Code, rules of the department, the police and traffic regulations, law of arrest, rules of evidence, search and seizure, court procedure, and report writing, to the policies and procedures of the department. Modern instruction techniques are utilized in the presentation of material to students. Staff instructors and visiting lecturers emphasize their material through the use of a variety of training aids. Research projects, public speaking, field trips, plaster casting, simulated crime scene searching, supervised on-the-job training and role playing are but a few of the techniques used to reinforce learning.

The inservice training program provides instruction in the operation of emergency vehicles, operation of motor scooters, supervision of personnel, human relations, advanced investigative techniques, civil disturbance control, computer applications to law enforcement, and the use of firearms. It has the responsibility for preparing and presenting courses of instruction in the additional subject areas of patrol methods and procedures, delinquency prevention and control, traffic enforcement and control, technical services and such other courses of a specialized nature for which performance on the operational level demonstrates a need.

The rollcall training program consists of a professionally developed, and standardized, departmentwide, training activity designed for presentation by first line supervisors. It further contemplates the preparation and distribution of a training bulletin which supplies researched data on subjects of current training importance and suitable for use during rollcall training sessions.

The career development activity of the training division, when in full operation, will be responsible for the development and coordination of a progressive training program to prepare all employees of the department for positions of increased responsibility. This is to be accomplished by the enrollment of personnel in training available through outside agencies, the development of a variety of department sponsored training programs and the coordination of the career development effort with the personnel division.

The director of training is a member of the Advisory Committee to the Senate of the American University and in this capacity assists in the formulation of college level courses to be presented in their law enforcement program. The training division enrolls police personnel in the American University police administration certificate program, the cost of which is borne largely by the police department, and maintains records of participation. Enrollments in the 1967 fall semester numbered 551.

Legal authorization.—Organization Order No. 153, November 10, 1966.

Obligations, fiscal year 1967.—Administrative cost of training (salaries only) \$249,356. Operating and administrative reported not clearly separable: total, \$249,356.

CHAPTER 30. EDUCATIONAL ACTIVITIES OF INTERNATIONAL ORGANIZATIONS IN WHICH THE UNITED STATES PARTICIPATES¹

A. INTRODUCTION AND SUMMARY

The following account deals with the educational activities of a number of international organizations and international programs in which the United States participates. Two of these organizations—the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the International Bureau of Education (IBE)—are interested primarily in education, while the other organizations engage in some educational activity as a part of their broader programs. A charter establishing the Southeast Asian Ministers of Education Organization (commonly referred to as SEAMES after the permanent Secretariat) was signed on February 8, 1968, in Singapore.

Most of the educational activities of these organizations are directed to adults; that is, vocational, professional, technical, or graduate students. However, UNESCO has some programs directed at youth, and the United Nations Children's Fund (UNICEF) is active in the educational field primarily at the primary and secondary levels. In addition, the United Nations Relief and Work Agency for Palestine Refugees in the Near East (UNRWA) in cooperation with UNESCO provides elementary, secondary, vocational, and teacher training for Arab refugees.

Broadly speaking, most international organizations carry out their educational activities through seminars, study tours, institutes, fellowships, the provision of experts, demonstration equipment, and advisory services to governments, dissemination of technical information and literature, and maintenance of libraries in specialized fields. The fields of educational endeavor are as varied as are the principal interests of the organizations themselves and include agriculture, nutrition, health, community development, social welfare, civil aviation, industrial management, telecommunications, public administration, and meteorology.

A summary of the educational activities of these organizations calls for special mention of the United Nations Development Program (UNDP), which has incorporated the United Nations Expanded Program of Technical Assistance and the United Nations Special Fund. The UNDP was created by the United Nations and is financed by voluntary contributions from governments. The UNDP does not carry out programs itself, but in most instances, provides funds for specific projects which are administered by the United Nations and specialized agencies within the U.N. family.

The term "obligations fiscal year 1967" used elsewhere in this report is generally not applicable to international organizations. Most of

¹ Special acknowledgment is made to the Bureau of International Organization Affairs, U.S. Department of State, for furnishing information for this chapter.

them keep their financial accounts on a calendar-year basis, although some, like UNESCO, have biennial budgets. In 1967, the total budgets of the organizations described in the following pages amounted to approximately \$550 million, of which the United States contributed approximately \$213 million. According to information obtained from the Bureau of International Organization Affairs, Department of State, expenditures for educational activities conducted by most of these are not separately identifiable.

B. INTERNATIONAL BUREAU OF EDUCATION (IBE)

Purpose.—The purpose of this Bureau is to serve as an international information center for activities relating to education.

History and description.—The Bureau was founded as a private organization in 1925, but became an intergovernmental organization on July 25, 1929, by an agreement signed by the governments concerned. The Bureau is engaged primarily in educational activities.

The Bureau collects information relating to public and private education and undertakes experimental and statistical research. In collaboration with UNESCO, the IBE also holds annual conferences on public education.

Legal authorization for U.S. participation.—Executive authority.

Current negotiations between IBE and UNESCO (see below) may result in IBE becoming a part of UNESCO in 1969.

Budget, calendar year 1967.—The Bureau is supported by annual dues and the sale of publications. Each member pays annually 10,000 Swiss francs, or approximately \$2,325. The 1967 budget was 933,000 Swiss francs, or approximately \$216,976.

C. UNITED NATIONS EDUCATION, SCIENTIFIC, AND CULTURAL ORGANIZATION (UNESCO)

Purpose.—The purpose of UNESCO is to contribute to peace and security by promoting collaboration among member states in the fields of education, science, and culture.

History and description.—Plans for the establishment of UNESCO were initiated in 1942 at a series of meetings held by the Ministers of Education of the governments-in-exile located at London. At a meeting in April 1944 sponsored jointly by the Conference of Allied Ministers of Education and the United States, proposals were drawn up for a United Nations agency for educational and cultural reconstruction. A revised draft constitution was prepared by the United States and submitted to the Conference of Allied Ministers of Education in London in April 1945, together with the proposals and comments of other governments concerning this draft.

The constitution of UNESCO was completed and adopted at a conference held in London in November 1945. The UNESCO constitution came into force on November 4, 1946. UNESCO became a specialized agency of the United Nations on December 14, 1946.

The organization works to advance mutual knowledge and understanding by international conferences, expert studies, and the dissemination of factual information concerned with education, the natural sciences, the social sciences, cultural activities and mass communications; to promote the free flow of ideas by word and image; to encourage the exchange of persons, publication, and other materials of

information; to assure the conservation and protection of books, works of art, and monuments of historical and scientific significance; and to collaborate with member states at their request in the development of educational, scientific, and cultural programs.

UNESCO also acts as executive agency for a large number of United Nations Development Program projects in the fields of education and science. The funds made available by UNDP for these projects nearly equal the annual budget for UNESCO's regular budget.

A brief description of UNESCO's educational activities follows:

Department of Education.—UNESCO has established and supports a subordinate body called the International Institute for Educational Planning, which trains educational planners, provides advisers to member states, and sponsors conferences of educational planners. UNESCO has also actively assisted many less-developed countries in planning educational building programs and establishing regional school building centers for research and planning in this field. UNESCO has an active program in the field of teacher training, in large part funded by UNDP. It has actively assisted regional groups in curriculum development in the less-developed world, and has established new departments for the promotion of new techniques and method in education. With the help of UNDP, UNESCO is now carrying on six pilot projects in functional literacy.

Natural sciences.—UNESCO has a major program in the teaching of basic sciences with emphasis on the improvement of secondary school science teaching. The organization has also concerned itself with the exchange of science information and documentation, and with the promotion of technological information and training. UNESCO also has active programs for training specialists in seismology, oceanography, and hydrology.

Social sciences, human sciences, and culture.—In the social science field, UNESCO has cooperated with various international nongovernmental organizations to promote interdisciplinary studies and cooperation. With assistance in many cases from UNDP, UNESCO has engaged in training in the social sciences, international law, public administration, economics, and demography. In the field of culture, UNESCO has provided assistance in art education and in the training of technical personnel in connection with the preservation of cultural monuments and other works.

In the field of mass communication, UNESCO has supported the training of journalists and other information media personnel. UNESCO also concerns itself with the training of librarians, and specialists in documentation and archives. There is a large fellowship program carried on under the auspices of UNESCO which provides travel and study grants in a number of fields.

Legal authorization for U.S. participation.—60 Stat. 712 (1946), 22 U.S.C. 287 m-t (1952); Constitution of UNESCO, September 30, 1946, 61 Stat. 2495, TIAS 1580.

Budget, calendar year 1967.—The assessed budget for 1967 was \$30,100,000, of which the U.S. assessment was 29.94 percent, or \$9,011,940. In addition, the United States advanced \$118,860 to the working capital fund. The major breakdown in expenditures under the regular budget is as follows (the figures are approximate since UNESCO op-

erates on a biennial budget) : education \$7 million; natural sciences and their application to development, \$4.5 million; social sciences, human sciences, and culture, \$4,150,000; and communications \$4.7 million. In addition, UNESCO is the executive agent for UNDP projects, totaling approximately \$27 million.

D. FOOD AND AGRICULTURE ORGANIZATION (FAO)

Purpose.—The purpose of this Organization is to raise levels of nutrition and standards of living, to secure improvements in the efficiency of the production and distribution of all food and agricultural products, and to better the condition of rural populations in order to contribute toward an expanding world economy and insure humanity's freedom from hunger.

History and description.—The Food and Agriculture Organization had its origin in the United Nations Conference on Food and Agriculture, held at Hot Springs, Va., in 1943. The constitution was signed at Quebec, Canada, on October 16, 1945, at the first session of the FAO Conference. In 1946, FAO received the functions and assets of the International Institute of Agriculture, which was established in 1905. A formal agreement of relationship between FAO and the United Nations entered into force on December 14, 1946.

The functions of the Organization which may be considered educational in nature are to collect, analyze, interpret, and disseminate information relating to nutrition, food and agriculture; to promote and, where appropriate, recommend national and international action with respect to (a) scientific, technical, social, and economic research relating to nutrition, food, and agriculture; (b) the improvement of education and administration relating to nutritional and agricultural science and practice; and to furnish such technical assistance as governments may request.

To carry out these educational functions, the Food and Agriculture Organization awards fellowships and scholarships to nationals of underdeveloped countries; provides advisory services to governments and experts who, among other things, conduct training courses and seminars; and provides and disseminates technical information through expert seminars, research, demonstration projects, films, and literature on such topics as irrigation, farm organization and management, etc. The organization also provides demonstration equipment when necessary to implement projects.

Legal authorization for U.S. participation.—Constitution of the Food and Agricultural Organization of the United Nations, October 16, 1945, 60 Stat. 1886, TIAS 1554. Statutory limitation on U.S. contribution, 59 Stat. 529 (1945), as amended, 22 U.S.C.A. 279 (1957).

Budget, calendar year 1967.—The assessment budget for 1967 was \$23,830,000, of which the United States contributed 31.91 percent, or \$7,604,153. The Food and Agriculture Organization was allocated \$60.8 million from the United Nations development program for approved technical assistance and special fund projects. The U.S. contribution to UNDP was 40 percent of the total contribution. FAO conducts no technical assistance projects under its regular program. Expenditures for educational activities are not separately identifiable.

E. INTER-AMERICAN CHILDREN'S INSTITUTE

Purpose.—The purpose of this Institute is to serve as a center of social action, documentation, study, advice, and information in the Western Hemisphere on all questions relating to childlife and family welfare.

History and description.—In 1925, the Government of Uruguay adopted legislation providing for the establishment of the Institute in Uruguay. It was brought into existence on June 9, 1927, and became a specialized organization of the Organization of American States in 1949.

The Institute conducts bibliographical research, collects information by correspondence and, on the request of member governments, cooperates in studies. It assists in organizing the Pan American Child Congresses and its library at Montevideo serves as a permanent inter-American center of documentation on child health and welfare matters.

Legal authorization for U.S. participation.—45 Stat. 487 (1928), as amended, 22 U.S.C. 269b (Supp. IV, 1957); Charter of the Organization of American State (OAS) ratified by the United States on June 15, 1951 (TIAS 2361; 2 U.S.T. 2394).

Budget, fiscal year 1967.—The budget for the Inter-American Children's Institute is included in the Pan American Union (PAU) budget for the OAS. That portion of the approved PAU budget for the Inter-American Children's Institute for fiscal year 1967 amounted to \$122,706. The United States is assessed at the rate of 66 percent for the PAU budget, hence makes no separate contribution to the Children's Institute.

F. INTER-AMERICAN INDIAN INSTITUTE

Purpose.—The purpose of this Institute is to contribute to the improvement of the material and intellectual life of indigenous populations of the American continent.

History and description.—The convention establishing the Institute came into effect on December 31, 1941, and it became a specialized organization of the Organization of American States in 1949.

The Institute collects, edits and distributes information and reports of investigations on all phases of Indian life in the Americas; supplies information on legislation for and the administration of Indian groups in the American Republics; develops information of use to the American Governments in planning the economic, social, and political betterment of Indians; and acts in a consultative and advisory capacity for national bureaus of Indian affairs with respect to Indian problems.

Legal authorization for U.S. participation.—Convention providing for the creation of the Inter-American Indian Institute, November 29, 1940, 56 Stat. 1303, TS 978, ratified by the United States, June 6, 1941.

Budget, fiscal year 1967.—The total assessment budget amounted to \$93,771, of which the United States was assessed \$61,561, or 65.65 percent.

G. INTER-AMERICAN INSTITUTE OF AGRICULTURAL SCIENCES

Purpose.—The purpose of this Institute is to encourage and advance the development of agricultural sciences in the American republics

through research, teaching, and extension activities in the theory and practice of agriculture and related arts and sciences.

History and description.—A convention to provide permanent status to the Institute was negotiated and came into force on November 30, 1944, and the Institute became a specialized organization of the Organization of American States in 1949.

The Institute carries on its program through (1) demonstration farms, on which students receive practical training and on which modern methods and equipment are tested and adapted; (2) basic research and research on specified projects carried on by resident and visiting scientists; (3) teaching for graduate students and technicians who are to return to their own countries to occupy scientific or administrative positions; and (4) occasional inter-American technical meetings.

Legal authorization for U.S. participation.—The convention creating the Institute, ratified by the United States June 29, 1944 (T.S. 987); protocol to the convention ratified by the United States, November 3, 1959.

Budget, fiscal year 1967.—The budget for the period July 1, 1966 to June 30, 1967, totaled \$5,479,688, of which \$2,756,218 was assessed and \$2,723,470 was anticipated from the sale of goods and services. The United States was assessed \$1,819,104, or 66 percent of the assessment budget. Expenditures for educational activities are not separately identifiable.

H. INTERNATIONAL ATOMIC ENERGY AGENCY

Purpose.—This Agency's basic objective as set forth in its statute is to seek to accelerate and enlarge the contribution of atomic energy to promote health and prosperity throughout the world.

History and description.—President Eisenhower, in an address to the General Assembly of the United Nations in December 1953, urged the establishment of an international organization to devise methods whereby fissionable material would be allocated to serve the peaceful pursuits of mankind. In December 1954, a resolution was unanimously adopted by the General Assembly of the United Nations which expressed the hope that an international atomic energy agency would be established in order to assist in lifting the burdens of poverty, hunger, and disease. On October 26, 1956, the statute was signed by 70 states and came into force on July 29, 1957. In the 10 years which have followed, the membership of the Agency has increased to 97.

The Agency grants fellowships, conducts seminars and symposia, and offers advisory services and training facilities to governments upon request.

Legal authorization for U.S. participation.—Statute of the International Atomic Energy Agency, October 26, 1956, ratified by the United States, July 29, 1957, U.S.T. 1093, TIAS 3873.

Budget, calendar year 1967.—The total assessment budget for 1967 amounted to \$9,174,000, of which the United States was assessed \$2,923,754 or 31.87 percent. However, because of a working capital fund credit and a division of prior years surpluses, the United States contributed \$2,812,719 to the assessment budget.

The operational budget for 1967 amounted to \$2,337,000. Of this, \$2 million is financed from voluntary contributions from governments.

The United States pledged to contribute at its assessed rate (31.87 percent) subject to the proviso that its cash contributions would not exceed 37.5 percent of the total cash contributions received. The remaining \$337,000 is received in the form of special contributions by governments and international organizations. In addition, the United States, as do other member states, makes contributions to the Agency's operational program by grants providing fellowships, services of experts and equipment.

Expenditures for educational activities are not separately identifiable.

I. INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD)

Purpose.—The purpose of this International Bank is to assist in the development of member countries by making sound loans at reasonable rates when private capital is not readily available, and by promoting private foreign investment.

History and description.—The International Bank for Reconstruction and Development was established on December 27, 1945, when representatives of 28 countries signed the articles of agreement drawn up at the Bretton Woods Conference in July 1944.

The International Bank conducts training courses in economics and finance for nationals of member states. A general economic training program is offered to university graduates, and specialized courses in such related fields as finance, taxation, and monetary policy are offered to government officials. The IBRD also operates a staff college, the Economic Development Institute, providing courses in economic management for government officials of less-developed countries. Of a more general educational nature, the Bank offers advisory services to requesting member states on such subjects as means of stimulating private investment, the establishment of new development banks, and assistance in planning long-range economic development.

Legal authorization for U.S. participation.—Articles of Agreement of the International Bank for Reconstruction and Development, December 27, 1945, 60 Stat. 1440; TIAS 1502; and 2 UNTS 134.

Budget, calendar year 1967.—The Bank is financed by capital subscriptions from member governments and income from operations rather than by annual contributions. Expenditures for educational activities are not separately identifiable.

J. INTERNATIONAL CIVIL AVIATION ORGANIZATION (ICAO)

Purpose.—The purposes of this organization are (1) to develop the principles and techniques of international air navigation, (2) to foster the planning and development of international transport so as to insure the safe and orderly growth of international civil aviation throughout the world, and (3) to carry out other related activities.

History and description.—The International Civil Aviation Organization (ICAO) was established under the Convention on International Civil Aviation, concluded at Chicago on December 7, 1944. The organization came into being on April 4, 1947, following ratification of the convention by the 26th state.

The International Civil Aviation Organization became a specialized agency of the United Nations in accordance with an agreement be-

tween the two organizations which entered into force on May 13, 1947.

As a participating organization in the United Nations Development Program, ICAO awards fellowships and scholarships to nationals of underdeveloped countries; provides advisory services to governments; provides experts who, among other things, conduct training courses and seminars; and provides and disseminates technical information through expert seminars, research demonstration projects, films and literature on such topics as aviation law, etc. The Organization also provides demonstration equipment when necessary to implement projects.

Legal authorization for U.S. participation.—Convention on International Civil Aviation, December 7, 1944, 61 Stat. 1180, TIAS 1591.

Budget, calendar year 1967.—ICAO's assessment budget amounted to \$5,559,000, of which the United States paid 31.28 percent or \$1,738,855. In addition, the United Nations Development Program allocated \$4,702,147 to ICAO to finance technical assistance for the 1967-68 biennium. The U.S. contribution to UNDP was 40 percent of the total contributions. Expenditures for educational activities are not separately identifiable.

K. INTERNATIONAL LABOR ORGANIZATION (ILO)

Purpose.—The purpose of this organization is to assist in the raising of labor standards and in the improvement of working conditions.

History and description.—The International Labor Organization traces its origin from various proposals, dating from 1818, for improving the conditions and standards of labor by international action. However, the original constitution of the ILO formed part XIII of the Treaty of Versailles of June 28, 1919.

The dissolution of the League of Nations and the creation of the United Nations led to revision of the ILO constitution and on April 20, 1948, the amended constitution came into effect. The ILO became a specialized agency of the United Nations in 1946.

The ILO emphasizes national and regional training programs, such as hours of work, minimum age for employment, and working conditions of women and young workers.

Legal authorization for U.S. participation.—48 Stat. 1182 (1934) 22 U.S.C. 271-272 (1952); Instrument for the Amendment of the Constitution of the International Labor Organization, August 2, 1948, 62 Stat. 3485, TIAS 1868. Statutory limitation on U.S. contribution, 62 Stat. 1151 (1948), as amended, 22 U.S.C. 272a (1952), and further amended by Public Law 85-477, 85th Congress, approved June 30, 1958.

Budget, calendar year 1967.—The International Labor Conference adopted a total budget of \$23,317,000, with an assessment level of \$22,472,398. The United States was assessed 25 percent or \$5,618,100, to be paid from fiscal year 1968 funds. In addition, the United Nations development program allocated \$14,784,662 to the ILO for the agency's technical assistance activities not financed from its regular budget for 1967. The U.S. contribution to UNDP was 40 percent of total contributions. Expenditures for educational activities are not separately identifiable.

L. INTERNATIONAL MONETARY FUND (IMF)

Purpose.—The purpose of this fund is to promote international monetary cooperation and the expansion of international trade.

History and description.—The International Monetary Fund was established on December 27, 1945, after representatives of 22 states had signed the articles of agreement drawn up at the Bretton Woods Conference in July 1944.

The IMF provides training in international monetary and financial techniques to persons in the service of banks or ministers of finance of member countries.

Legal authorization for U.S. participation.—Articles of agreement of the International Monetary Fund, December 27, 1945; 60 Stat. 1401, TIAS 1501; 2 UNTS 39.

Budget, calendar year 1967.—The Fund is financed by capital subscriptions and income from operations rather than by annual contributions. Expenditures for educational activities are not separately identifiable.

M. INTERNATIONAL TELECOMMUNICATION UNION (ITU)

Purpose.—The purposes of this Union are: (a) to maintain and extend international cooperation for the improvement and rational use of telecommunications of all kinds; (b) to promote the development of technical facilities and their most efficient operation with a view to improving the efficiency of the telecommunication services, increasing their usefulness and making them, so far as possible, generally available to the public; and (c) to harmonize the actions of nations in the attainment of those common ends.

History and description.—The Union was founded at Paris, in 1865, as the International Telegraph Union. This title was changed to International Telecommunication Union in 1934, when the then existing Telegraph and Radiotelegraph Conventions were replaced by the International Telecommunication Convention which had been signed at Madrid in 1932. The ITU was reorganized at Atlantic City in 1947. The same year, it became a specialized agency of the United Nations. A second reorganization occurred when a new International Telecommunication Convention, signed at Buenos Aires in 1952, came into effect on January 1, 1954. A third reorganization of the ITU Convention was made at Geneva in 1959 and came into effect January 1, 1961. The current Convention was signed at Montreaux on November 12, 1965, and came into effect January 1, 1967.

While the primary concern of the ITU is to establish and develop international regulations related to telecommunications, technical assistance has assumed a growing importance in recent years. Through participation in the United Nations development program (UNDP), which combines the U.N. Expanded Technical Assistance and the Special Fund the ITU has supplied communication experts and established training and research institutes in countries requesting on-the-spot assistance, and has arranged for scholars and fellows from lesser developed countries to study at universities or work in countries having advanced telecommunications systems. In addition, staff is trained in the needed phases of a country's telecommunications improvements, ranging from training officials to operate entire systems to technicians who work at the mechanical or semiprofessional level.

Legal authorization for U.S. participation.—International Telecommunication Convention, November 12, 1965, TIAS 6267.

Budget, calendar year 1967.—The 1967 ITU budget, which is computed in Swiss francs, is \$5,175,674, of which the United States and its territories are assessed 11.68 percent, or \$549,707. In addition, the ITU was allocated \$3,275,085 from UNDP funds for technical assistance activities for the biennium 1967-68, and from 1960 to 1967 was allocated from the Special Fund \$20,078,300 for 21 projects, mostly concerning telecommunications research and training institutes. Expenditures for educational activities are not separately identifiable.

N. NORTH ATLANTIC TREATY ORGANIZATION (NATO)—CIVILIAN HEADQUARTERS

Purpose.—The North Atlantic Treaty states that the parties to this treaty: (a) reaffirm their faith in the purpose and principles of the United Nations and their desire to live in peace with all peoples and all governments; (b) are determined to safeguard the freedom, common heritage, and civilization of their people, founded on the principles of democracy, individual liberty, and the rule of law; (c) seek to promote stability and well-being in the North Atlantic area; and (d) are resolved to unite their efforts for collective defense and for the preservation of peace and security.

History and description.—On March 17, 1948, representatives of the United Kingdom, France, Belgium, the Netherlands and Luxembourg signed the Brussels Pact which provided for closer collaboration in economic, social and cultural matters and for collective self-defense. In July 1948, representatives of the U.S. military establishment became nonmember participants in the Permanent Military Committee of the Consultative Council which had been set up under provisions of the Brussels Pact. Also in July, representatives of Canada, the United States and the Brussels Pact nations held discussions in Washington which culminated in the conclusion of the North Atlantic Treaty. The Treaty was signed on April 4, 1949, and entered into force August 24, 1949. In May 1950, the Council decided to create a civilian body which would insure continuing Council supervision of both civilian and military activities of the Organization. In February 1952, a single integrated international staff under a Secretary General was created.

NATO sponsors fellowships and visiting professorship programs. NATO also sponsors a science program under which grants are awarded for research on specific projects.

Legal authorization for U.S. participation.—North Atlantic Treaty, April 4, 1949, 63 Stat. 2241, TIAS 1964.

Budget, calendar year 1967.—The NATO budget for 1967 amounted to approximately \$14,625,000 of which the United States was assessed 24.2 percent or \$3,539,000. Expenditures for educational activities are not separately identifiable.

O. ORGANIZATION OF AMERICAN STATES—SPECIAL DEVELOPMENT ASSISTANCE PROGRAM (SDAF)

Purpose.—The purpose of the SDAF is to augment self-help efforts of Latin American countries in carrying out technical assistance, train-

ing and sectorial studies on priority problems of the Alliance for Progress.

History and description.—In order to promote the multilateralization of the Alliance for Progress, the SDAF was established at the third annual meeting of the Inter-American Economic and Social Council in Lima, Peru, December 5–11, 1964. The SDAF replaced the contribution which the United States made to the multilateral technical cooperation program of the OAS which was established in 1950. The program of the SDAF continues to include a program of technical cooperation and the training centers previously established.

The SDAF has also developed a special training program involving extra-continental training in cooperation with free world countries outside of the Americas. A total of 417 fellowships were awarded under this program in fiscal year 1967.

Training categories include development planning, trade, promotion of economic integration, natural resources, agriculture, education, social development, fiscal policy and administration, science and technology.

Legal authorization for U.S. participation.—Charter of the Organization of American States, 1948, TIAS 2361; Resolution 14-M/64 of the Inter-American Economic and Social Council, December 11, 1964; Public Law 87-195, as amended, 22 U.S.C. 2221(a).

Budget, fiscal year 1967.—For the 15-month budget period April 1, 1966 to June 30, 1967, members of the OAS pledged contributions totaling \$7,691,488. The U.S. pledge amounted to \$5,076,382 with the proviso that it not exceed 66 percent of total governmental contributions for that budget period. The SDAF budget for that period provided for \$3.7 million for training and educational activities or approximately one-half of the budget.

P. PAN AMERICAN HEALTH ORGANIZATION (PAHO)

Purpose.—The functions and purposes of the Pan American Health Organization include: (a) a continuing attack on disease at its source, to reduce or eliminate danger of transmission of disease and disease vectors in the Americas; (b) reduction or elimination of the necessity of costly quarantines; (c) stimulation and support of national health authorities in the Americas in their efforts to control disease, including assistance in connection with planning and operation of special health projects; and (d) participation in and promotion of prompt reporting of existence of quarantinable disease.

History and description.—The first General International Sanitary Conference of the American Republics was held in Washington in December 1902; this conference established the International Sanitary Bureau and defined its functions. The name "International Sanitary Bureau" was changed to Pan American Sanitary Bureau in 1923. At the Seventh Pan American Sanitary Conference, held in Havana in November 1924, a revised Pan American Sanitary Code was embodied in a new convention. This Code was signed November 14, 1924, and entered into force on June 26, 1925. The 12th Pan American Sanitary Conference, held in Caracas in January 1947, adopted the name "Pan American Sanitary Organization," approved a reorganization plan and agreed that the Organization should act as the regional agency of the World Health Organization. At the 15th Pan American Sani-

tary Conference held in San Juan in September 1958, the name of the organization was changed to Pan American Health Organization to reflect more accurately the activities and purpose of the Organization.

In the educational field, PAHO assists schools of public health, medicine, and nursing in the Western Hemisphere by providing expert staff, advice, and technical assistance and by granting scholarships for training. The Organization also sponsors conferences on medical subjects and carries out research to improve techniques of malaria eradication, communicable disease control, environmental sanitation and other related fields.

Legal authorization for U.S. participation.—The Pan American Sanitary Code, November 14, 1824, 44 Stat. 2031, TS 714.

Budget calendar year 1967.—The assessment budget for 1967 amounted to \$8,920,756. The United States was assessed 66 percent, or \$5,887,700. Expenditures for educational activities are not separately identifiable.

Q. PAN AMERICAN INSTITUTE OF GEOGRAPHY AND HISTORY (PAIGH)

Purpose.—The purpose of this Institute is: (a) to develop, coordinate, and disseminate geographic, historical, and related scientific studies, and to initiate and carry out investigations and activities pertaining thereto which the member states may request; and (b) to promote cooperation between the geographic and historical institutes of the member states and other inter-American organizations operating in these fields.

History and description.—The Pan American Institute for Geography and History was created pursuant to a resolution of the Sixth International Conference of American States at Havana in 1928 and became a specialized organization of the Organization of American States in 1949.

Legal authorization for U.S. participation.—49 Stat. 512 (1935); 22 U.S.C. 273, as amended by Public Law 736, approved August 31, 1954 (68 Stat. 1008), and Public Law 89-646, approved October 13, 1966.

Budget, fiscal year 1967.—The budget for the period July 1, 1966, to June 30, 1967, amounted to \$250,000, of which the United States was assessed \$151,550, or 60.62 percent. However, there is a statutory limitation of \$90,300. Expenses for educational activities are not separately identifiable.

R. PAN AMERICAN UNION (PAU)

Purposes.—The purposes of the Organization of American States, set forth in article 4 of its charter, are as follows: (a) to strengthen the peace and security of the continent; (b) to prevent possible causes of difficulties and to insure the pacific settlement of disputes that may arise among the member states; (c) to provide for common action on the part of those states in the event of aggression; (d) to seek the solution of political, juridical, and economic problems that may arise among them; and (e) to promote, by cooperative action, their economic, social, and cultural development.

History and description.—On April 14, 1890, 18 nations of the Western Hemisphere attending the First International Conference

of American States in Washington, D.C., formed an association called the International Union of American Republics, "for the prompt collection and distribution of commercial information." The Washington conference of that year set up the Commercial Bureau of the American Republics to represent the International Union of American Republics. In 1902, the Second International Conference of American States placed the management of the Bureau under a governing board, and in 1910 the names of the Bureau and the association were changed to the Pan American Union and the Union of American Republics, respectively, which titles were retained until 1948.

Attempts were made to provide the conferences, the governing board, and the Pan American Union with a treaty basis, but none was successful until World War II. The Inter-American Conference on Problems of War and Peace, which convened in Mexico City in 1945, agreed to strengthen the inter-American system, authorized the governing board to formulate the draft organic pact, and created the Inter-American Economic and Social Council to succeed the Inter-American Economic and Financial Advisory Committee. At the ninth conference in Bogotá, representatives of all 21 American Republics signed the charter, based on the draft organic pact, establishing the Organization of American States on April 30, 1948.

Through various functional departments, the Pan American Union makes preparations for inter-American conferences; prepares reports, publications, studies, and bibliographies; administers training programs; and provides advisory services and awards fellowships in such specialized fields as economic affairs, housing, labor and social affairs, statistics, industry and technology, philosophy and letters, education, and social and natural sciences. The PAU maintains the Columbus Memorial Library. A brief description of specific educational activities of the PAU follows:

Program of the Department of Educational Affairs: The Department of Educational Affairs is concerned with the improvement of educational systems in the American Republics. To this end, the department prepares educational manuals, bibliographies, bulletins, reports on educational opportunities and facilities, and other more specialized reports and studies if requested; assists in developing information services for governments; and arranges for experts' advisory services to member states upon request. The department also supervises a special course in education administration.

Housing program: Through this program, advanced technical training is provided in housing, planning, and building. Courses are offered at the Inter-American Housing and Planning Center (CINVA) in such subjects as problems of urban expansion, rehabilitation of slums, provision of housing and public services, construction techniques for low-cost housing, etc. The institute offers courses both to graduate students and high-level technicians, and provides for in-service training. In addition to CINVA, this program conducts various research projects, seminars, and workshops on a regional basis in Central and South America.

Program of the Department of Technical Cooperation: Through the fellowship and training programs of the Department of Technical Cooperation, fellowships are awarded for advanced specialized study in economic, social, scientific, or cultural fields of particular interest.

to the fellow's governments. The recipient must agree to return to his country of residence following his period of study to devote himself to his area of specialization.

The Pan American Union also administers the Leo S. Rowe Fund, a self-supporting endowment from which interest-free loans are provided to students covering up to 2 years of study and repayable in 5 years.

Legal authorization for U.S. participation.—Charter of the Organization of American States, April 30, 1948, 2 UST 2394, TIAS 2361.

Budget, fiscal year 1967.—The budget for fiscal year 1967 was \$16,607,381 of which the United States was assessed 66 percent, or \$10,960,871. The amounts included in the budget for the activities described above are as follows: Department of Educational Affairs, \$268,923; housing program, \$341,613; fellowships, \$2,149,374.

S. SOUTHEAST ASIA TREATY ORGANIZATION (SEATO)—CIVILIAN SECRETARIAT

Purpose.—The parties to the Southeast Asia Collective Defense Treaty declared in signing the treaty: (a) their faith in the purposes and principles set forth in the United Nations Charter and their desire to live in peace with all peoples and all governments; (b) their belief in the principle of equal rights and self-determination of peoples, and their will earnestly to strive by every peaceful means to promote self-government and to secure the independence of all countries whose people desire it and are able to undertake its responsibilities; (c) their desire to strengthen the fabric of peace and freedom and to uphold the principles of democracy, individual liberty, and the rule of law, and to promote through individual and collective efforts the economic well-being and development of all peoples in the treaty area; (d) their sense of unity so that any potential aggressor will appreciate that the parties stand together in the area; and (e) their desire further to coordinate their efforts for collective defense for the preservation of peace and security.

History and description.—The Southeast Asia Collective Defense Treaty, sometimes referred to as the Manila Pact, was signed at Manila on September 8, 1954. The treaty entered into force on February 19, 1955. The first Council of Ministers met in Bangkok on February 23, 1955, to create the framework of the Southeast Asia Treaty Organization. Like NATO, SEATO is a defensive alliance of nations desiring to maintain their freedom by collective means.

SEATO sponsors seminars, research fellowships, scholarships, professorships, and lecturers. In 1959, SEATO established a graduate school of engineering. It is about to be launched as an autonomous regional institution of higher learning and research in engineering and the sciences, called the Asian Institute of Technology.

Legal authorization for U.S. participation.—Southeast Asia Collective Defense Treaty, September 8, 1954, 6 UST 81, TIAS 3170.

Budget, fiscal year 1967.—SEATO's assessment budget for fiscal year 1967 is \$1,076,060, of which the United States contributed 25 percent or \$269,015. SEATO's educational and cultural programs totaled \$312,150 out of the total budget, including various fellowships, scholarships, professorships, etc.

T. SOUTH PACIFIC COMMISSION

Purpose.—The purpose of this Commission is to promote the economic and social development and further the welfare and advancement of the peoples of the dependent territories administered by the six participating governments in the South Pacific region.

History and description.—The South Pacific Commission had its origin in the Canberra Pact concluded between the Governments of Australia and New Zealand in January 1944. This pact had as its goal the establishment of a regional commission to promote the economic and social advancement of the peoples of the non-self-governing territories of the South Pacific region. On January 28, 1947, the two Governments convened the South Seas Conference at Canberra and invited representatives of France, the Netherlands, the United Kingdom, and the United States to prepare an agreement for the establishment of a regional commission. The agreement was signed on February 6, 1947, and came into force on July 29, 1948. On November 7, 1951, a new agreement was signed extending the scope of the Commission to include Guam and the Trust Territory of the Pacific Islands.

The South Pacific Commission sponsors an English-language teaching project which includes (1) the production of a series of primary readers and teachers manuals; (2) a central library and a traveling filmstrip library; and (3) seminars on education. The Commission assists territories in the development of libraries and in training of library personnel. In cooperation with the Food and Agricultural Organization, it sponsors a residential community education training center.

Legal authorization for U.S. participation.—62 Stat. 15 (1948); 22 U.S.C., section 280-c (1952); agreement establishing the South Pacific Commission, February 6, 1947, 2 UST 1787, TIAS 2317.

Budget, calendar year 1967.—The budget assessed against participating governments was \$915,020, of which the U.S. share at 20 percent was \$179,200. Expenditures for educational activities are not separately identifiable.

U. UNITED NATIONS (U.N.)

Purposes.—The purposes of the United Nations, as stated in article I of its charter, are: (1) To maintain international peace and security, and to that end to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace; (2) to develop friendly relations among nations based on respect for principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace; (3) to achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and (4) to be a center for harmonizing the actions of nations in the attainment of these common ends.

History and description.—Representatives of China, the United Kingdom, U.S.S.R., and the United States held preliminary conversa-

tions on international organization at Dumbarton Oaks in Washington in the early fall of 1944. On October 7, 1944, the Dumbarton Oaks proposals for the establishment of a general international organization was issued, and the four powers agreed to prepare more complete suggestions for discussion at a full conference of all the United Nations. In February 1945, Prime Minister Churchill, President Roosevelt, and Marshall Stalin met at Yalta and agreed on the convocation of a United Nations Conference on International Organization to be convened at San Francisco in April 1945 to prepare a charter for the organization along the lines proposed in the conversations at Dumbarton Oaks. They also agreed on a formula for voting in the Security Council, which had not been settled at Dumbarton Oaks. Representatives of 50 governments participated in the United Nations conference at San Francisco and, on June 26, 1945, the Charter of the United Nations was signed. It came into force on October 24, 1945. By 1967 the membership had increased to 122 governments.

The U.N. sponsors a number of educational and training programs. Language training programs for U.N. staff and technical personnel are conducted on a regular basis. A training program for junior professional trainees from member states which are substantially under-represented in the Secretariat is carried out in order to improve the geographical balance of the Secretariat, especially from those member states which are unable to release experienced personnel. Newly recruited information assistants at various information centers receive up to 1 month's training and briefing at headquarters before assuming their post.

The triangular fellowship program is a part of the activities of the U.N. Office of Public Information and provides an opportunity for young journalists and writers from Africa, Asia, and Latin America to receive briefings and study at first hand the work of the U.N. family of organizations in the fields of economic and social development.

The U.N. also sponsors special training programs that provide scholarships for Southwest Africans and for persons from the territories under Portuguese administration. In December 1965, the U.N. General Assembly established a program of assistance and exchange in the field of international law which is to encourage and coordinate existing programs in international law that member states are conducting and to provide direct assistance and exchange of experts to promote the teaching, study, dissemination, and wider appreciation of international law.

The United Nations also offers technical assistance through fellowships, experts' services, and seminars in such fields as public administration, economic development, social development, human rights advisory services, and narcotic drug control.

Legal authorization for U.S. participation.—Public Law 264, 79th Congress, approved December 20, 1945, as amended by Public Law 341, 81st Congress, approved October 10, 1949 (22 U.S.C. 287(a-f)). Charter of the United Nations ratified by the United States August 8, 1945 (T.S. 993).

Budget, calendar year 1967.—The assessment budget totaled \$117,633,428, of which the United States was assessed 31.91 percent resulting in a U.S. assessment of \$37,536,827 against which will be offset \$3,917,065, representing repayment to the United States for United

Nations bonds purchased, thus making the U.S. contribution \$33,-619,762. Approximately \$661,800 and \$6,400,000 was allocated for the training programs and technical assistance activities, respectively.

V. UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR)

Purpose.—The purpose of the U.N. Institute for Training and Research as set forth in U.N. General Assembly Resolution 1827 (XVII) of December 1962 are to: (1) train personnel from the developing nations for services with the U.N. system or with their own national governments (2) provide advanced training for personnel of the U.N. system; and (3) undertake research and operations analysis on problems arising in the work of the United Nations, the specialized agencies, and special voluntary programs.

History and description.—In December 1962, the U.N. General Assembly authorized the Secretary General to take the necessary steps to establish the United Nations Institute for Training and Research, and to explore both governmental and nongovernmental sources for possible financial assistance. In March 1965 the Board of Trustees was appointed and UNITAR began operations.

UNITAR operates three training programs transferred from the U.N.: Development financing; techniques and procedures of technical assistance; and a general program for foreign service officers from newly independent countries. Recent additions are a seminar on international organizations and multilateral diplomacy, a training course for deputy resident representatives of UNDP, and a training program in industrial investment promotion.

The Institute's research program focuses on the requirements of the United Nations in its major fields of activity. Research projects are oriented toward operational analysis, evaluation, and planning in the U.N. system. Priority is given to studies related to the needs of developing countries and the implication of scientific and technological developments for U.N. activities, including new social science techniques.

Legal authorization for U.S. participation.—Charter of the United Nations, 1945, 59 Stat. 1031, TS 993; 22 U.S.C. 2221(a).

Budget, calendar year 1967.—UNITAR is financed by public and private voluntary contributions. The regular budget for 1967 was \$1,227,000, plus a contribution of \$200,000 from the United Nations and the United Nations development program. The United States contributed \$400,000 to the 1967 regular program, subject to the limitation that the U.S. contribution would not exceed 40 percent of total contributions from other governments. In addition, the United States pledged \$100,000 for a group of fellowships as a memorial to Adlai E. Stevenson, the late U.S. Ambassador to the United Nations.

W. UNITED NATIONS CHILDREN'S FUND (UNICEF)

Purpose.—The present purpose of the UNICEF program is to provide supplies, equipment, and training to governments for the establishment and expansion of activities designed to improve the health and welfare of children and adolescents, including programs in education and vocational training.

History and description.—The United Nations International Children's Emergency Fund was established by Resolution 57(I) of the United Nations General Assembly in December 1946 to provide emergency feeding, clothing, and care for child victims of World War II, taking over that aspect of United Nations Relief and Rehabilitation Administration's (UNRRA) function when that organization was liquidated. Initially the Fund's resources were devoted mainly to the relief of children in Europe and China, and later to other countries in the Far East, as well as the Middle East and Latin America. In December 1950, the General Assembly by Resolution 417(V) extended UNICEF for 3 more years and directed a shift of emphasis to programs of long-term benefit to children of underdeveloped countries. In recognition of this shift in emphasis, the name of the organization was changed by the General Assembly Resolution 802(VIII) of October 1953 United Nations Children's Fund, and its program was extended for an indefinite period.

Most of UNICEF's financial resources are used for supplies and equipment; however, UNICEF does provide cash for training stipends, and, as a temporary measure, reimburses several of the UN specialized agencies such as FAO, UNESCO, and ILO, for some advisory and technical services to governments.

Legal authorization for U.S. participation.—UNICEF is financed primarily by voluntary contributions from governments, but income from private contributions, the sale of greeting cards and other sources contribute about 27 percent of total income. It is estimated that total contributions for 1967 were approximately \$40 million. The United States pledged \$12 million, with the proviso that the U.S. contribution would not exceed 40 percent of total contributions from other governments. In addition, it made a special contribution of \$1 million in honor of UNICEF's receiving the Nobel Peace Prize for 1965.

Allocations for programs in education and vocational training in 1967 equaled \$9.3 million or 24 percent of total allocations. Other training activities, not separately identifiable, in health nutrition, and family and child welfare, bring total allocations for education and training to about one-third of program allocations of \$41.7 million.

X. UNITED NATIONS DEVELOPMENT PROGRAM (UNDP)

Purpose.—The purpose of the United Nations Development program is to provide technical and preinvestment assistance to countries requesting it.

History and description.—Article 55 of the United Nations Charter provides that "the United Nations shall promote higher standards of living, full employment and conditions of economic and social progress and development." In its first session in December, 1946, the General Assembly adopted Resolution 52(I) asking the Economic and Social Council to "study the question of providing effective ways and means of furnishing, in cooperation with the specialized agencies, expert advice in the economic, social, and cultural fields to member nations who desire this assistance." Resolution 222(IX), adopted on August 15, 1949, and approved by General Assembly Resolution 304(IV) on November 16, 1949, defined the objectives of the United Nations Expanded Program of Technical Assistance (EPTA) and the principles and machinery through which it was to operate. Until 1949, the United

Nations and specialized agencies had given a limited amount of technical assistance with funds from their regular budgets. The resolution provided that their limited programs would be supplemented by allocations from a special technical assistance account supervised by the Secretary-General of the United Nations and supported by voluntary contributions.

In 1958, the Special Fund, another United Nations program of economic assistance, was established by Resolution 1240(XIII) of the 13th General Assembly. The Special Fund assists countries to develop the technical and educational institutions and conduct the feasibility studies and resource surveys which are necessary to attract investment. General Assembly Resolution 2029(XX) of November 22, 1965, authorized consolidation of EPTA and the special Fund into the United Nations Development Program (UNDP). The UNDP makes allocations to the U.N. and the specialized agencies and other bodies which carry out its projects from a budget supported by voluntary contributions.

In the sense in which the word is used in this study, virtually the entire work of the technical assistance component of the UNDP has to do with education. The experts and advisors of this program train their counterparts in the recipient countries in many subjects: labor, health, agriculture and nutrition, vocational training, public administration, telecommunications, civil aviation, meteorology, and community development. Furthermore, some of these experts are also specialists in education in a narrower sense: they assist in establishing or improving schools, curricula, and teacher training institutions.

Similarly, the Special Fund engages in education in both senses. The preinvestment projects it carries out all require training of local technicians if they are to continue after the UNDP support for them has ended. Furthermore, the UNDP recognizes that an adequate reserve of educated workers and technicians is a prerequisite to investment. Accordingly, the Special Fund helps establish institutions and organizations for both general and specialized education in those countries whose educational systems need equipment and facilities as well as expertise. On December 30, 1966 the United Nations Educational, Scientific and Cultural Organization was carrying out 98 such projects on behalf of the UNDP.

Legal authorization for U.S. participation.—72 Stat. 265; 22 U.S.C. 1896.

Budget, calendar year 1967.—The total program approved for 1967 amounted to \$143.5 million (Special Fund—\$92.9 million and technical assistance—\$50.6 million) and consisted of 7,083 experts, 3,317 fellowships, and \$31.7 million worth of project equipment. Voluntary contributions for 1967 as pledged amounted to \$172.3 million of which the United States contributed \$70 million, or approximately 40 percent. Counterpart payments, including local costs, by recipient countries amounted to approximately \$270 million.

Y. UNITED NATIONS RELIEF AND WORKS AGENCY FOR PALESTINE REFUGEES IN THE NEAR EAST (UNRWA)

Purpose.—The purpose of this program is to provide subsistence for the Palestine refugees, while helping them to become self-sustaining.

History and description.—Acting on the report of the United Nations mediator in Palestine calling attention to the need for international assistance to the refugees created by the Israeli-Arab conflict, the Third General Assembly in its Resolution 212(III), November 19, 1948, established the U.N. Relief for Palestine Refugees (UNRPR). The Fourth General Assembly, by its Resolution 302(IV) of December 8, 1949, established the United Nations Relief and Works Agency for Palestine Refugees in the Near East in order to carry out a program of direct relief and works in collaboration with local governments. The transfer of responsibility from UNRPR to UNRWA became effective April 1, 1950. The Fifth General Assembly, by Resolution 393(V) of December 2, 1950, assigned the Agency the further responsibility of seeking the reintegration of the refugees into the economic life of the Near East, either by repatriation or resettlement.

UNRWA provides refugees elementary, secondary, and vocational education and teacher training.

Legal authorization for U.S. participation.—22 U.S.C. 2221(a); Public Law 480.

Budget, calendar year 1967.—UNRWA is financed by voluntary contributions from governments. In addition, various private and international agencies and a few governments in the Middle East area contribute goods and services. It is estimated that total contributions amounted to \$39.7 million in 1967, approximately 42 percent of which was for education services. The United States contributed \$24 million with the proviso that the U.S. contribution would not exceed 70 percent of the total governmental contributions.

Z. WORLD HEALTH ORGANIZATION (WHO)

Purpose.—The purpose of the World Health Organization is the attainment by all peoples of the highest possible level of health.

History and description.—The establishment of the World Health Organization in 1948 resulted from efforts to form a single international health organization initiated at the United Nations Conference held at San Francisco in 1945. Proposals for a constitution were considered by the International Health Conference which met in New York during the summer of 1946, and on July 22, 1946, the constitution of the World Health Organization was signed by the representatives of 61 states. The constitution came into force on April 7, 1948, when it had been ratified by 26 members of the United Nations. The Organization became a U.N. specialized agency on September 1, 1948.

Besides carrying out other activities having educational aspects, the World Health Organization provides fellowships and training services so that there will be available to governments trained local personnel for necessary public health work.

Legal authorization for U.S. participation.—62 Stat. 441 (1948), 22 U.S.C. 290 (1952); Constitution of the World Health Organization, July 22, 1946, 62 Stat. 2679, TIAS 1808. Statutory limitation on U.S. contribution: 62 Stat. 441 (1948), as amended, 22 U.S.C. 290(b).

Budget, calendar year 1967.—The assessment budget for 1967 amounted to \$53,292,690, of which the United States was assessed 31.2 percent or \$16,627,320. The WHO was allocated \$11,270,655 from the United Nations development program to carry out approved projects

not financed under the regular budget of the organization. The United States contributes 40 percent of total government contributions to UNDP. Expenditures for educational activities are not separately identifiable.

AA. WORLD METEOROLOGICAL ORGANIZATION (WMO)

Purpose.—The basic objective of the WMO is to coordinate, standardize, and improve world meteorological information.

History and description.—The Convention of the World Meteorological Organization was opened for signature in Washington, D.C., on October 11, 1947, and entered into effect on March 23, 1950. The convention was drawn up by a Conference of Directors of the International Meteorological Organization, an international nongovernmental organization founded at Utrecht, the Netherlands, in 1878. The IMO continued to function on an interim basis, pending the formal establishment of the World Meteorological Organization which took place on April 4, 1951, at the First Congress of WMO.

The WMO endeavors to develop and improve national weather services at the request of the governments concerned. Such assistance is of a highly technical nature and provides advice and assistance on the basic organization of national meteorological services, training centers, and fellowships. Sometimes basic meteorology and hydrology training at university level is followed by in-station training at national weather service level. The training is in line with the needs of the trainees and meteorological services of the countries affected. The subject matter of the training covers the entire range of WMO's competence, including such fields as agricultural, aeronautical, hydrological, tropical, maritime, synoptic, and general meteorology; climatology; atmospheric research; and instruments and observations.

Legal authorization for U.S. participation.—Convention of the World Meteorological Organization, October 11, 1947, 1 UST 281, TIAS 2052.

Budget, calendar year 1967.—The Organization's assessment budget for 1967 was \$2,141,294 of which the United States contributed 23.99 percent, or \$513,761. In addition, WMO was allocated \$2,827,348 for the biennium 1967-68 by the United Nations Development Program to finance technical assistance projects described above. From 1960 to 1967 the WMO has been allocated \$15,383,300 from the UNDP Special Fund for 16 projects relating to meteorology. The United States contributes 40 percent of total government contributions to UNDP. Except for the publication of technical reports, WMO does not finance technical assistance and/or educational projects from its regular budget. Expenditures for educational activities are not separately identifiable.

CHAPTER 31. SUMMARY OF THE SURVEY

A vast amount of information has been published concerning education in the United States, including provisions for its administration and support. An extended discussion of these matters is beyond the province of this survey, which deals only with Federal educational programs; but the consideration of several relevant points appears basic to this summary.

It is conceivable that an observation of the extensiveness of Federal educational activities set forth in this report might lead some readers, particularly foreigners, to the erroneous conclusion that education in the United States is principally supported and administered by the Federal Government. Education is principally supported and administered by the central government in many other countries.

It is observable even from this limited study, however, that the United States has no national system of education. Under provisions of the Federal Constitution, in the United States the local and State governments have assumed through the years the major responsibility for formal education, which they principally control. Nevertheless, in this country education at all levels is supported from local, State, and Federal Government funds, and from many private sources. The Federal Government principally controls the programs it directly administers. There is widespread disagreement concerning the nature and extent of any controls or influences which it exerts over education otherwise.

The regular, formal elementary and secondary schools and institutions of higher education are supported principally from State and local sources. According to data compiled by the Office of Education, U.S. Department of Health, Education, and Welfare, during the school year 1966-67 the total estimated expenditures for the regular, formal schools, colleges and universities, public and private, amounted to \$49,100 million. Of that amount 32 percent was derived from local, 29.9 percent from State, 12.6 percent from Federal, and 25.5 percent from all other sources.¹

In the absence of any authoritative estimate of the total expenditure for all forms of education, public and private, formal and informal, in the United States, no significant estimate of the share of the total expenditure borne by the Federal Government can be made.

Federal activities in the field of education have multiplied in recent years. In his annual message to Congress on Education, on February 5, 1968, President Johnson said that within "the past 4 years":

The Federal Government has raised its investment in education to nearly \$12 billion annually, almost triple the level 4 years ago.²

However, many of the educational programs of Federal agencies are not carried out in formal educational institutions; and most of the

¹ U.S. Department of Health, Education, and Welfare. Digest of Educational Statistics, 1968 edition.

² Weekly Compilation of Presidential Documents, vol. 4, No. 6, Feb. 12, 1968, p. 215.

Federal programs are not operated for the purpose of promoting education as such. Instead these programs use education or educational institutions for the accomplishment of other major functions of the different Federal agencies. This fact does not necessarily diminish the educational importance of the activities.

Practically all of the departments and other agencies of the Federal Government are carrying out one or more educational programs. Federal educational activities cover all levels of education from elementary schooling to graduate training at the Nation's leading colleges and universities. The instruction includes virtually all subject fields known to man. Federal educational activities directly affect a large percentage of the population and indirectly affect the remainder of the population of the United States and its possessions.

DEPARTMENT OF STATE

In seeking to promote a better understanding between the American people and the people of other countries as an implementation of foreign policy of the United States, the Department of State is engaged in extensive activities of educational importance. These activities, carried out in relations between the United States and other countries, involve exchanging students, teachers and other persons, exchanging knowledge and skills, aiding American-sponsored schools abroad, cooperating with other countries in technical training, and related projects.

Other educational activities conducted by the Department of State are for the training of employees in the work and objectives of the Department and training foreign service officers in the field of foreign affairs. In carrying out these activities the Department largely utilizes its Foreign Service Institute.

The technical cooperation program of the Agency for International Development (AID) includes the bulk of ICA educational activities, which are largely carried out through contracts with universities.

DEPARTMENT OF THE TREASURY

The educational activities of the Department of the Treasury include training persons for the performance of duties in the Internal Revenue Service, and operation of the Treasury Law Enforcement School and the Bureau of Narcotics Training School. In addition all of the bureaus of the Department conduct formal inservice training for technical, managerial, and other development of employees.

OFFICE OF THE SECRETARY OF DEFENSE, AND JOINT CHIEFS OF STAFF

The Department of Defense operates three colleges, four institutes, a number of schools, and a "center" which serve all branches of the Armed Forces. These are: (1) the National War College, (2) the Industrial College of the Armed Forces, (3) the Armed Forces Staff College, (4) the Department of Defense Computer Institute, (5) the Defense Language Institute, (6) the Military Assistance Institute, (7) the United States Armed Forces Institute, (8) the Defense Intelligence School, (9) the Defense Weapons Management Center, and (10) the Department of Defense Overseas Dependents Schools.

Arrangements for the administration and fiscal support of these educational institutions vary. For example, the Joint Chiefs of Staff and the Department of the Army bear responsibilities for the Industrial College of the Armed Forces and the National War College, which train selected military and civilian personnel for important assignments. Under the technical direction of the Joint Chiefs of Staff, the Armed Forces Staff College, with fiscal support by the Navy, trains officers for duty in joint operations. The Military Assistance Institute is an educational facility operated under contract, for the training of officers for duty in connection with the military assistance program. Under the operational control of the Assistant Secretary of Defense (Manpower), the U.S. Armed Forces Institute offers the Armed Forces correspondence courses at all educational levels.

DEPARTMENT OF THE ARMY

Prominent among the Army's educational programs are those administered by the Office of Deputy Chief of Staff for Personnel. These programs include the operation of the Military Academy at West Point, the administration of the Army service school system, the operation of the Army extension course program, the reserve Officers' Training Corps program, and the training of military personnel in civilian institutions.

Among other educational activities of the Department of the Army are the training of civilian employees, research through contract with educational institutions, training activities connected with military assistance to other countries, raising the academic educational level of Army personnel, and operation of the U.S. Army Information School.

DEPARTMENT OF THE NAVY

The Department of the Navy operates various service schools for naval personnel, and provides for the training of selected naval personnel in civilian schools. It has programs for training both civilian and enlisted naval personnel to become commissioned officers in the Navy and Marine Corps. This activity is carried out at the Naval Academy at Annapolis and other institutions of higher learning. The Department also arranges for its naval personnel to engage in educational pursuits through correspondence courses, especially through the U.S. Armed Forces Institute and the Marine Corps Institute.

The Department discharges responsibilities for the education of school-age dependents of its personnel residing in certain localities, and operates school buses for the dependents of some of its employees. It also provides for scientific studies of naval needs and problems to be carried out at educational institution.

Besides the Naval Academy and the Marine Corps Institute already mentioned, schools and other educational institutions operated by the Navy include among others, the U.S. Naval Postgraduate School, the Naval Medical School, the Naval War College, the Officer Candidate School, and the Naval Correspondence Course Center.

DEPARTMENT OF THE AIR FORCE

The Air Force Directorate of Personnel Training and Education administers 13 educational programs. These include technical, special-

ized, and flying training, and medical education, besides the Air Force Reserve Officers Training Corps program and operation of the Air University, the Air Force Institute of Technology, the Air Force Academy, and an Extension Course Institute.

The Directorate of Civilian Personnel provides apprentice training, specialized scientific and technical courses, graduate study, and other educational arrangements for selected civilian employees. Other programs of the Air Force include research contracts with educational institutions, "Operation Bootstraps," "Operation Midnight Oil" and provision of primary and secondary education for dependents of Air Force military and civilian personnel overseas.

DEPARTMENT OF JUSTICE

The educational programs and/or courses of the Department of Justice fall into the main categories of: (a) those for inmates of penal and correctional institutions, (b) those for aliens preparatory to naturalization, (c) those for employees of the Department, and (d) those for law-enforcement officers from State, county, and local government organizations. The activities are carried out through established national institutions such as the FBI National Academy, and the Immigration and Naturalization Service Border Patrol Academy, and through field law enforcement schools, formal classes at penal and correctional institutions, the preparation and supplying of citizenship textbooks for use in the public schools, correspondence courses, and other methods.

POST OFFICE DEPARTMENT

The Post Office Department operates several extensive training programs affecting all levels and categories of its employees. It operates the Postal Service Institute and the Postal Inspector Training School. The latter is for student-inspectors employed throughout the United States and its possessions. The Department also provides instruction for authorized international visitors interested in U.S. postal operations.

DEPARTMENT OF THE INTERIOR

The educational activities of the Department of the Interior are of wide variety and scope. Outstanding among them is provision for the elementary and secondary schooling of Indian children and adult vocational training services for Indians. Among the other activities of this Department are the development and college cooperative research programs of the Bonneville Power Administration, safety training for employees of the Bureau of Mines and for employees in the mineral industries, visual education of the public in conservation of mineral resources, inservice training of departmental employees, aid to public education in American Samoa and in the Trust Territory of the Pacific Islands, and training, demonstration, and research fellowship grants.

DEPARTMENT OF AGRICULTURE

The Cooperative Extension Service of the Department of Agriculture, operating through the land-grant colleges, has become an educational force toward improvement of the economic welfare, health, and community life of rural families. Besides maintaining this nationwide

educational service in cooperation with the States, the Department works closely with the land-grant colleges and other educational institutions in numerous research projects for the advancement of agricultural knowledge. Useful information developed from this research is disseminated to farmers and to the public through the Extension Service and other agencies of the Department.

Training activities, including demonstrations and consultative services, are also carried out by several agencies of the Department. The Department administers the national school lunch program providing a midday meal to the students of participating schools throughout the Nation. Among its other educational activities and aids to education are contributions to the agricultural training of certain foreign nationals, and payment to school funds of Arizona and New Mexico a portion of the gross proceeds of national forests in those States.

The Department generally supervises the operation of the U.S. Department of Agriculture Graduate School.

DEPARTMENT OF COMMERCE

A total of 41 educational programs of the Department of Commerce are reported in this survey. These include educational programs directly operated by the Department, and other activities in the field of education directly affecting educational institutions. The first of these categories includes inservice training of employees and of certain foreign nationals, and the operation of specialized training schools. The second includes contractual arrangements with educational institutions for research, the provision of courses at universities for qualified employees, and financial aid to the State maritime academies. In carrying out some of its programs the Department utilizes the services of a number of colleges and universities.

Important educational institutions operated by the Department include the Merchant Marine Academy at Kings Point, N.Y., and the National Bureau of Standards Graduate School.

DEPARTMENT OF LABOR

In performing its statutory function of promoting the welfare of wage earners in the United States, improving their working conditions and advancing their opportunities for profitable employment, the Department of Labor carries out a wide variety of educational programs. These are concerned with such matters as the promotion of all types of training for workers in industry, training of State safety inspectors and safety training of representatives of unions and of State agencies and maritime personnel, and inservice training of the Department's own employees. In addition, the Department cooperates with other Federal agencies in affording selected foreign nationals industrial training and opportunities for study of American industrial processes.

The main programs of the Department of Labor in terms of costs are the manpower development and training and the work experience and training programs of the Manpower Administration.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Outstanding among Federal departments in the number and variety of educational programs operated, and in the number of persons directly and indirectly affected, is the Department of Health, Education, and Welfare. Altogether 170 activities of constituent units of that Department are reported in this volume. The Department of Health, Education, and Welfare is also outstanding in the field of education in that it contains the one office in the Federal Government charged by Congress solely with educational responsibilities: namely, the Office of Education. Every phase of education in the United States is served to some extent by the Office of Education.

Activities of the Office of Education are concerned with gathering and disseminating basic educational information, research, consultative services, and other matters relating to its basic statutory mandate to promote the cause of education throughout the country. Its activities include collection and analysis of statistics, administration of grants-in-aid to education, and giving advice on school organization and administration, methods of instruction, and improvement of the teaching profession. The Office gives special attention to vocational education and international educational relations, and to its statutory directive to administer a prescribed program of aid to the construction and operation of schools in certain localities particularly affected by Federal activities.

Relatively new responsibilities of the Office of Education are the administration of a number of programs established by the Education Professions Development Act of 1967, the Elementary and Secondary Education Act and the Higher Education Act of 1965, and other laws passed within the last few years.

The many programs of the Public Health Service in the field of education include nurse training; grants for training in cancer control; medical, dental, and dietetic internships; grants for construction of health research facilities at educational institutions; specialized training of officers in the Public Health Service; financing of medical research fellowships; provision of medical traineeships; aid to the States in training State and local health service personnel, and other services.

Besides the Office of Education and the Public Health Service, other constituent agencies³ of the Department of Health, Education, and Welfare performing educational services are Gallaudet College, the Food and Drug Administration, Howard University, the Office of Vocational Rehabilitation, the American Printing House for the Blind, St. Elizabeths Hospital, the Social Security Administration, the National Technical Institute for the Deaf, the Office of Field Administration, the Administration on Aging, and the Welfare Administration. The last-named agency administers programs of aid to the States in training workers to provide child welfare services and health services to mothers and children. The Office of Vocational Rehabilitation cooperates with the States in rehabilitation educational services for individuals having disabilities that handicap employment. St.

³ Gallaudet College, Howard University, and the American Printing House for the Blind are corporations supported in part by appropriations included in the budget of the Department.

Elizabeths Hospital operates a number of programs of medical, nursing, and related training.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Several programs of the Department of Housing and Urban Development (HUD) provide for educational experience in the areas of urban problems, housing, urban planning, and related topics. Besides administering the college housing program, the Department carries out a wide range of educational activities, including, among others, inservice and outservice training, university research and training grants, aid to local public agencies, trainee programs, noncash grants-in-aid for schools, housing demonstrations, and training for certain foreign nationals.

DEPARTMENT OF TRANSPORTATION

To support its statutory missions, the Department of Transportation, the youngest department of the Federal Government, conducts a wide variety of educational and training programs for both civilian and military personnel. It also provides for certain highway research at colleges and universities and gives training to some highway officials of foreign countries. The educational programs of the Department are conducted by the National Transportation Safety Board, the Federal Aviation Administration, the U.S. Coast Guard, the Federal Highway Administration, and the St. Lawrence Seaway Development Corporation.

Dating from the establishment of the forerunners of the Coast Guard, the Revenue Marine, in 1790, training for the Coast Guard is one of the oldest educational activities of the Federal Government. The Coast Guard Academy has operated at New London, Conn., as a Federal institution of higher education since 1932.

NATIONAL SCIENCE FOUNDATION

The National Science Foundation has construed its statutory mandate to mean that it has a continuing responsibility to encourage and prepare students for careers in science and to improve science teaching as a component of general education. It attempts to discharge this responsibility by means of activities within the education divisions and other divisions and offices of the Foundation.

The Foundation gives direct support to certain students, to advanced scholars and teachers, and to programs and projects, for the improvement of science education. It also makes grants, mainly to persons in colleges and universities, for basic research in the sciences.

The Foundation's programs of educational institutional support include (1) graduate science facilities grants, (2) institutional grants for science, (3) grants for departmental science development, and (4) grants for university science development.

VETERANS' ADMINISTRATION

The Veterans' Administration administers three large educational programs for veterans and their surviving children. These programs provide (1) vocational rehabilitation for disabled veterans, (2) readjustment training for post-Korean veterans, and (3) war orphans'

educational assistance. In addition, the Veterans' Administration provides training for some of its employees. These programs are carried out in established educational institutions and in the Department of Medicine and Surgery and other departments of the Veterans' Administration.

Benefits to disabled veterans include allowances for subsistence, tuition, books, supplies, and equipment. Under the "readjustment" training program, veterans receive educational allowances for themselves and allowances for dependents. War orphans' educational assistance is in the form of an allowance for subsistence, tuition, books, and other educational costs.

ATOMIC ENERGY COMMISSION

Educational programs of the Atomic Energy Commission include contract research carried out at colleges and universities, the provision of fellowships in scientific fields, and education for residents of former AEC-owned communities. Other programs of the Commission are designed to provide opportunities for employees of Atomic Energy Commission installations to continue their academic study for credit toward scientific degrees, to instruct scientific personnel in the techniques of handling radioisotopes and in uses of radiation instruments, and to accomplish other purposes.

Examples of some other educational activities of the Commission are (1) the provision of aid for nuclear equipment and loan of nuclear materials to colleges, (2) development of special courses, films, and other teaching tools, and (3) sponsorship of summer institutes for faculty members. Altogether, 43 educational programs of the Commission are described in this report.

THE LIBRARY OF CONGRESS

While the Library of Congress is primarily what the name implies, it is also the principal library of the Government and serves as the national library of the United States. Its activities make it an educational institution by general nature.

The Library's contributions to education result principally from its function as a great research library. Among its activities which are educational under dictionary definition are its general services, distribution of catalog cards and technical publications, and provision of raised type and "talking" books for blind and physically handicapped persons.

THE SMITHSONIAN INSTITUTION

The Smithsonian Institution has a 122-year-old grant of power from Congress to perform services for the "increase and diffusion of knowledge among men." Some of its activities are directly instructional; others basically subserve education. These activities include scientific research and publication of research findings; operation of an international exchange service for the exchange of governmental and other scientific and literary publications; the collection, preservation, display, and interpretation of works of art; the acquisition, exhibition, and dissemination of information concerning wild animals from all over the world, and the exhibition and interpretation of the national collections representing anthropology, botany, geology, zoology, engineering, industry, history, and graphic arts.

THE GENERAL SERVICES ADMINISTRATION

The General Services Administration carries out several activities which directly affect public educational institutions. These are: (1) the donation of surplus personal property to any State for purposes of education, public health, or civil defense; (2) the transfer of surplus real property to educational institutions; (3) the loan of machine tools and industrial equipment to educational institutions, and (4) the maintenance of the National Archives and Presidential libraries.

All of the constituent units of the General Services Administration operate training programs for their professional, technical, and clerical employees.

U.S. INFORMATION AGENCY (USIA)

For the purpose of supporting U.S. foreign policy through increasing understanding among the peoples of the world, the U.S. Information Agency operates three extensive educational programs. These are: (1) its basic program; (2) a career program for foreign service officers; and (3) an orientation in the United States for foreign service national employees.

The core of the USIA's basic program consists of its 351 information and binational centers overseas which provide library facilities, lectures, exhibits, educational motion pictures, and a meeting place for Americans and nationals of the host countries.

The Agency also operates the Voice of America, which broadcasts in 37 languages and at all educational levels.

TENNESSEE VALLEY AUTHORITY

In carrying out its statutory responsibility for the conservation and development of the natural resources of the area affected by its activities, the Tennessee Valley Authority pursues a number of educational undertakings in cooperation with nearby educational institutions, particularly land-grant colleges and other agencies. Several of these programs are concerned with use of research, demonstration, and instruction to develop forest, agricultural, and mineral resources and to carry out other purposes.

Other educational activities of the TVA are designed to promote an understanding of the Authority's program of development, to guide TVA officials in relations with State and local educational agencies, and to provide other employee training.

The TVA also conducts farm and school workshops to prepare persons to teach students and farm groups effective usage of electrical equipment.

OFFICE OF ECONOMIC OPPORTUNITY (OEO)

Education is one of the principal elements of OEO antipoverty efforts. OEO manpower programs containing major educational components include the Job Corps, the Neighborhood Youth Corps, the Opportunities Industrialization Centers, the Community Employment and Training Program, "Special Aspect," and "Community Action Manpower." OEO programs having education as their primary purpose include "Headstart," "Upward Bound," Local Initiative Education, Migrant Education, and Education Research and Demonstration.

OEO also conducts inservice training activities for both Federal and non-Federal employees involved in carrying out OEO antipoverty efforts.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA)

NASA's university research program utilizes scientific talent available at academic institutions to supplement research in NASA laboratories. Ancillary training programs fill special training needs of NASA employees.

NASA's resident research associateship program provides postdoctoral investigators opportunity to carry on advanced research.

Other educational programs reported by this agency include its apprentice training program, graduate study leave program, graduate training program, predoctoral training program, and summer faculty fellowship programs.

NATIONAL FOUNDATION FOR THE ARTS AND THE HUMANITIES

Educational programs assisted or initiated by the National Endowment for the Arts may be categorized as (1) projects directly concerned with arts education, and (2) projects which are basically concerned with one arts discipline, such as the theater, but have important educational impact.

The operating divisions of the National Endowment for the Humanities support several different types of educational activities. These divisions are: (1) the Division of Education, which gives support mainly to improvement of the teaching of humanities in institutions of higher education; (2) the Division of Public Programs, which gives support to many kinds of institutions and organizations, such as libraries and museums; (3) the Division of Fellowships, which aids postdoctoral study of the humanities; and (4) the Division of Research, which provides grants for research and publishing in the field of the humanities.

OTHER INDEPENDENT AND QUASI-OFFICIAL AGENCIES

Of 18 independent agencies carrying on educational activities not already described, the majority reported various personnel training programs, aimed at orienting new employees or improving the skills of other employees for more efficient service. A number of agencies also reported that, in cooperation with the Department of State, they provided training for certain foreign nationals.

Educational activities varied widely in scope and subject matter according to the purposes of the agencies concerned. For example: the Administrative Office of the U.S. courts reported seminars for judges; the Bureau of the Budget reported courses in cost effectiveness of public expenditures; and the Civil Service Commission reported conduct and coordination of interagency training.

The quasi-official agencies are in a class by themselves. The National Academy of Sciences, the National Academy of Engineering and the National Research Council were chartered by Congress to act as advisers to the Government on all matters of scientific or engineering concern. They are deeply involved in promoting education in these fields. Although they receive no direct appropriations from Congress,

they do receive Federal educational grants as well as private donations. They reported the funding and/or conduct under contract of a great number of programs, usually at the doctoral or postdoctoral levels.

THE DISTRICT OF COLUMBIA

The District of Columbia is among the beneficiaries of many of the educational programs of the Federal departments and independent agencies. District of Columbia educational activities are supported from general funds appropriated by the Congress, based primarily on locally collected revenues; by Federal grants-in-aid; and by private donations. The proportion of local funds to grants-in-aid varies widely from program to program.

The Board of Education of the District of Columbia operates the public school system from prekindergarten through high school; the vocational schools; an adult education program; a teacher training program; a number of innovative educational programs; the Americanization School and the School for the Capitol Pages. The Board also operates a number of other educational projects fully funded by Federal grants-in-aid.

Other District of Columbia educational activities are administered by the Department of Public Health, the Department of Public Welfare, the Department of Corrections and the fire and police departments.

INTERNATIONAL ORGANIZATIONS IN WHICH THE UNITED STATES PARTICIPATES

Of 26 international organizations in which the United States participates, two are concerned primarily with education. Activities of the others involve education.

The two organizations in the first category are the International Bureau of Education (IBE) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The IBE serves as an international information center for activities relating to education. UNESCO promotes collaboration among member states in the fields of education, science, and culture.

Following are some examples of educational activities engaged in by other international agencies in which the United States participates: Food and Agricultural Organization of the United Nations—award of scholarships and fellowships to nationals of underdeveloped countries; International Atomic Energy Agency—grant of fellowships and conduct of seminars; International Bank for Reconstruction and Development—conduct of training courses in economics and finance for nationals of members states; North Atlantic Treaty Organization—sponsorship of fellowship and visiting professorship programs; United Nations—provision of technical assistance through fellowships, experts' services, and seminars; United Nations Relief and Works Agency for Palestine Refugees—provision of elementary, and secondary, vocational, and teacher education for Palestine refugees in the Near East.

TOTAL EXPENDITURES FOR FEDERAL EDUCATIONAL ACTIVITIES

This report contains information concerning the expenditures, generally on an obligational basis, for the fiscal year 1967, for the ap-

proximately 750 programs reported. The nature of the information necessarily varies considerably. In some cases exact figures were given by the agencies; in others, estimates. In occasional instances no figures on obligations for the programs were obtainable; but in such cases the explanatory information given may be of almost equal interest to the reader.

It has been pointed out in the introduction to this study that, although the programs reported herein are "educational" under dictionary definition, there are wide differences of opinion as to whether the expenditures for the programs should be charged to educational or to other purposes, since frequently the primary or ultimate objectives are noneducational in nature. For this reason it would be impossible, from data presently available, to arrive at a generally acceptable estimate of the total expenditures for Federal educational activities.

In this connection it might be pointed out that education *usually* is aimed at some ultimate goal, such as preparation for an occupation, or training for better citizenship. In having noneducational ultimate objectives therefore, Federal educational programs are not markedly different from the educational systems of State and local governments. On the other hand, many of the Federal programs are relatively informal, or are educational mainly in the sense of promoting or subserving education.

On the basis of the supplied dictionary definitions of "education", "training", and "educational", each department and independent agency made the final decision as to which of its programs or activities it would report for inclusion in this document.

In a number of instances, agencies reported that funds expended for an educational activity are not separable from those expended for more general purposes in which that activity is included. Rarely is there an appropriation specifically for the educational program. In many cases certain expenditures specifically for the educational activity are known, but these amounts do not include all costs of the program, and the other costs may be practically if not utterly indeterminable. For example, extended study would usually be necessary to determine what portion of the cost of construction and maintenance of multiple-purpose buildings should be charged to their educational usage. Likewise it would be difficult in some cases to determine the part of the cost of an educational program represented by the pay of hundreds or thousands of trainees receiving widely varying compensation from the Government while in training, according to their respective ranks or classification levels and the amount of time devoted to the educational process. In general, such costs of the individual programs as could be determined only by extensive study are not included in the fiscal data appearing in this report.

The figures given below were furnished by or computed from data supplied by the agencies concerned. These figures generally represent obligations for the fiscal year 1967 for most or all of the educational programs of each of the departments and other agencies of the Federal Government. The figure given for each separate department or agency is more meaningful if considered in connection with the information given on the activities of that agency elsewhere in this report.

Although representing the most comprehensive data of this kind presently available, the table below may nevertheless be misleading if

quoted without the full preceding explanation. Considered in conjunction with this explanation, the total has considerable significance. It represents the estimated minimum expenditures during the fiscal year 1967 for the programs covered in this survey.

It is here emphasized that the figures given in the table below do not include obligations reported by the agencies as being not separable from other obligations or otherwise not determinable. The total obligations or expenditures for the reported programs of most of the departments and independent agencies were undoubtedly greater—in some cases much greater—than the figures given in this table.

Actual or estimated obligations or expenditures reported by Federal agencies for educational activities, fiscal year 1967, not including obligations reported by the agencies as being not separable from other obligations, or otherwise not determinable

(Subject to the limitations set forth in the preceding explanation)

Department of State	\$270,338,433
Department of the Treasury	9,403,820
Department of Defense—Office of the Secretary	5,168,000
Department of the Army	604,497,000
Department of the Navy	778,666,427
Department of the Air Force	449,572,000
Department of Justice	7,457,271
Post Office Department	20,000,000
Department of the Interior	135,966,622
Department of Agriculture	691,834,152
Department of Commerce	41,501,474
Department of Labor	914,365,523
Department of Health, Education, and Welfare	4,575,420,971
Department of Housing and Urban Development	952,983,459
Department of Transportation	70,106,995
National Science Foundation	465,000,000
Veterans' Administration	305,200,000
Atomic Energy Commission	108,809,369
Library of Congress	43,528,163
Smithsonian Institution	22,523,000
General Services Administration	7,587,600
U.S. Information Agency	169,137,000
Tennessee Valley Authority	10,202,416
Office of Economic Opportunity	1,152,431,000
National Aeronautics and Space Administration	131,174,566
National Foundation on the Arts and the Humanities	5,614,022
Other independent agencies	18,249,790
Total	11,972,679,073
District of Columbia	105,130,879

Note: International organizations in which the United States participates: Total U.S. contribution approximately \$213,000,000; expenditures for educational activities of these organizations not separately identifiable.

APPENDIX

The Office of Education, Department of Health, Education, and Welfare, reported 69 programs for inclusion in this survey. These programs are described in Chapter 14 of part II. Since, within the framework of any agency, opinions may vary, concerning the number and most significant listing of its programs, a different breakdown, published by the Office of Education and reprinted in the Congressional Record for February 7, 1967, is reproduced below. (Some other estimates of the number of programs administered by the Office of Education have appeared in the Congressional Record and in the public press.)

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FEDERAL MONEY FOR EDUCATION: PROGRAMS ADMINISTERED BY THE U.S. OFFICE OF EDUCATION, FISCAL YEAR 1967
 GROUP I: FOR CONSTRUCTION

Type of assistance	Authorization	Purpose	Appropriation	Who may apply	Where to apply
1. Public schools.....	School aid to federally impacted and major disaster areas (Public Law 815).	Aid school districts in providing minimum school facilities in federally impacted and disaster areas.	\$22,937,000	Local school districts.....	OE's Division of School Assistance in Federally Affected Areas.
2. Educational television.....	Public Law 87-447, amending Communications Act of 1934.	Aid in the acquisition and installation of transmitting and production equipment for ETV broadcasting.	3,000,000	Nonprofit agencies, public colleges, State television agencies education agencies.	Assistant to the Assistant Secretary (Educational Television), Department of HEW, Washington, D.C.
3. Community colleges, technical institutes.	Higher Education Facilities Act, title I.	Construct or improve academic facilities.	99,660,000	Public community colleges and technical institutes.	State commissions.
4. Other undergraduate facilities.....	do.....	Construct or improve undergraduate academic facilities.	353,340,000	Colleges and universities.....	Do.
5. Graduate facilities.....	Higher Education Facilities Act, title II.	Construct or improve graduate academic facilities.	60,000,000	Public and private academic institutions, graduate center boards.	DE's Graduate Facilities Branch, Division of Graduate Programs.
6. Undergraduate and graduate facilities.	Higher Education Facilities Act, title III.	Loans to construct or improve higher education facilities.	200,000,000	Public and private nonprofit institutions, cooperative centers, boards of higher education.	OE's Division of College Facilities.
7. Vocational facilities.....	Appalachian Regional Development Act of 1965.	Construct vocational education facilities in the Appalachian region.	8,000,000	State education agencies in Appalachia region.	OE's Division of Vocational and Technical Education.
8. Area vocational schools.....	Vocational Education Act of 1963..	Construct or improve area vocational education school facilities.	(1)	Public secondary and postsecondary schools providing education in 5 or more fields.	State Boards of vocational education (Information from DE's Division of Vocational-Technical Education).
9. Public libraries.....	Library Services and Construction Act, title II.	Aid construction of public libraries..	40,000,000	State library administrative agencies.	OE's Division of Library Services and Educational Facilities.
10. Educational laboratories.....	Cooperative Research Act (amended by ESEA, title IV).	Construct and equip national and regional research facilities.	12,400,000	Colleges, school systems, State education departments, industry.	OE's Division of Laboratories and Research Development.

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GROUP II: FOR PROGRAMS, INSTRUCTION, AND ADMINISTRATION

1. School maintenance and operation.	School aid to federally impacted and major disaster areas (Public Law 874).	Aid school districts on which Federal activities or major disasters have placed a financial burden.	\$416,200,000	Local school districts.....	OE's Division of School Assistance in Federally Affected Areas.
2. Strengthening instruction in critical subjects in public schools.	National Defense Education Act, title III.	Strengthen instruction in science, mathematics, modern foreign languages, and other critical subjects.	79,200,000	.....do.....	State education agency.
3. Strengthening instruction in nonpublic schools.	do.....	Loans to private schools to improve instruction in critical subjects.	1,500,000	Nonprofit private elementary and secondary schools.	OE's Division of Plans and Supplementary Centers.

4. Strengthening instruction in arts and humanities in public schools.	National Foundation on the Arts and Humanities Act of 1965.	Improve instructional capabilities of public schools in humanities arts fields.	440,000	Public schools.....	State education agency.
5. Strengthening instruction in arts and humanities in non-public schools.	do.....	Loans to private schools to improve humanities-arts instruction.	60,000	Private nonprofit schools.....	OE's Division of Plans and Supplementary Centers.
6. Cuban refugee program.....	Migration and Refugee Assistance Act.	Assist in providing education for Cuban refugee children.	8,167,000	Board of Public Instruction, Dade County, Fla.	OE's Division of School Assistance in Federally Affected Areas.
7. Programs for the disadvantaged.	Elementary and Secondary Education Act—title I.	Support educational programs in areas having high concentrations of low-income families.	1,053,410,000	State education agencies.....	OE's Division of Compensatory Education.
8. School library resources and instructional materials.	Elementary and Secondary Education Act, title II.	Support provision of school library resources, textbooks, and other instructional materials.	102,000,000	Local education agencies.....	OE's Division of Plans and Supplementary Centers.
9. Supplementary centers.....	Elementary and Secondary Education Act, title III.	Support supplementary educational centers and services.	135,000,000	.....do.....	Do.
10. Vocational programs.....	Smith-Hughes, George Barden, Vocational Education Acts.	Maintain, extend, and improve vocational education programs; develop programs in new occupations.	255,377,455	Public schools.....	State boards of vocational education (information from OE's Division of Vocational Technical Education).
11. Captioned film loan program..	Captioned films for the deaf.....	Provide cultural and educational services to the deaf through films.	2,350,000	Groups of deaf persons; nondeaf groups for training.	OE's Division of Research Training and Dissemination.
12. Desegregation assistance.....	Civil Rights Act of 1964.....	Aid school boards in hiring advisers and training employees on problems incident to school desegregation.	3,350,000	School boards and other agencies responsible for public school operation.	OE's Office of Equal Educational Opportunities.
13. Guidance, counseling, and testing in public schools.	National Defense Education Act, title V-A.	Assist in establishing and maintaining guidance, counseling, and testing programs.	24,500,000	Public elementary and secondary schools, junior colleges, technical institutes.	State education agencies.
14. Testing in nonpublic schools.....	do.....	Provide for aptitude-achievement testing of private school students.	(*)	Testing agencies.....	State education agency or OE's Division of Plans and Supplementary Centers.
15. Services of foreign curriculum specialists.	Mutual Educational and Cultural Exchange Act.	Provide foreign curriculum specialists to U.S. schools to strengthen language-area studies programs.	(*)	Local school agencies, State education agencies, colleges, and universities.	OE's Division of Foreign Studies.
16. Pilot youth programs in science clubs (Public Law 85-875).	Science	Encourage young people interested in science.	50,000	Colleges and universities, State education agencies.	OE's Division of Plans and Supplementary Centers.
17. Teacher institutes.....	National Defense Education Act, title XI.	Improve qualifications of elementary and secondary teachers and related specialists.	30,000,000	Colleges and universities.....	OE's Division of Educational Personnel Training.
18. Teacher institutes.....	Civil Rights Act of 1964.....	Improve ability of school personnel to deal with problems incident to school desegregation.	3,185,000	.....do.....	OE's Office of Equal Educational Opportunities.
19. Teacher training (handicapped).	Mental Retardation Facilities Act, and others.	Prepare teachers and others who work in education of handicapped.	24,500,000	State education agencies, colleges, and universities.	OE's Bureau of Elementary and Secondary Education.
20. Counselor institutes.....	National Defense Education Act, title V-B.	Improve qualifications of guidance workers in schools and colleges.	7,250,000	Public and private nonprofit colleges and universities.	OE's Division of Educational Personnel Training.

*See footnotes at end of table. p. 505.

FEDERAL MONEY FOR EDUCATION: PROGRAMS ADMINISTERED BY THE U.S. OFFICE OF EDUCATION, FISCAL YEAR 1967—Continued
 GROUP II: FOR PROGRAMS, INSTRUCTION, AND ADMINISTRATION—Continued

Type of assistance	Authorization	Purpose	Appropriation	Who may apply	Where to apply
21. Teacher training (vocational)...	Smith-Hughes, George Barden, Vocational Education Acts.	Improve qualifications of teachers, supervisors, and directors of vocational education programs.	(1)	Local school districts.....	State boards of vocational education (Information from OE's Division of Vocational-Technical Education).
22. National Teacher Corps.....	Higher Education Act of 1965, title V-B.	Strengthen educational opportunities of children in low-income areas.	\$7,500,000	Local education agencies, colleges, and universities.	OE's National Teacher Corps.
23. Experienced teacher fellowships.	Higher Education Act of 1965, title V-C.	Improve the quality of education of elementary and secondary teachers and related personnel.	12,500,000	Institutions of higher education offering graduate programs.	OE's Division of Educational Personnel Training.
24. Prospective teacher fellowships.	do.....	Improve the quality of education of persons planning careers in elementary and secondary education.	12,500,000	do.....	OE's Division of Graduate Programs.
25. Institutional assistance grants.....	do.....	Develop and strengthen teacher training programs (elementary-secondary).	8,000,000	Institutions participating in fellowship programs 11-23, 11-24.	Do.
26. Librarian training.....	Higher Education Act of 1965, title II.	Increase opportunities for training in librarianship.	3,750,000	Colleges and universities.....	OE's Division of Library Services and Educational Facilities.
27. State administration of HEFA program.	Higher Education Facilities Act of 1963.	Help States administer program under HEFA, title I.	7,000,000	State commissions that administer program.	OE's Division of College Facilities.
28. Endowment of colleges of agriculture and mechanic arts.	Morrill Acts, amended.....	Support instruction in agriculture and mechanic arts in the land-grant colleges.	14,500,000	The 68 land-grant colleges.....	Do.
29. Language and area centers....	National Defense Education Act, title VI.	Improve quality of instruction in uncommon-languages-area subjects.	12,700,000	Colleges and universities.....	OE's Division of Foreign Studies.
30. Acquisition of educational media.	Higher Education Act of 1965, title VI-A.	Improve instruction in selected subject areas.	14,500,000	do.....	State commissions.
31. Workshops, institutes in educational media.	Higher Education Act of 1965, title VI-B.	Improve capabilities of persons using educational media for undergraduate instruction.	2,500,000	do.....	OE's Division of College Facilities.
32. Strengthening community service programs.	Higher Education Act of 1965, title I.	Strengthen higher education capabilities in helping communities solve their problems.	10,000,000	do.....	State agency or institution designated to administer State plan.
33. Strengthening developing institutions.	Higher Education Act of 1965, title III.	Provide partial support for cooperative arrangements between developing and established institutions.	28,560,000	Accredited colleges and universities in existence at least 5 years.	OE's Division of College Support
34. National teaching fellowships..	Higher Education Act of 1965, title IV.	Augment the teaching resources of developing institutions.	1,440,000	Developing institutions nominating prospective fellows from established institutions.	Do.

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35. College library resources.....	Higher Education Act of 1965, title II.	Strengthen library resources of colleges and universities.	25,000,000	Institutions of higher education and combinations thereof.	DE's Division of Library Resources and Educational Facilities.
36. Student loans—matching funds.....	National Defense Education Act, title II.	Provide for loans to colleges and universities that cannot meet program's matching obligations.	2,000,000	Accredited nonprofit institutions (including business schools and technical institutes).	DE's Division of Student Financial Aid.
37. Cuban student loans.....	Migration and Refugee Assistance Act.	Provide a loan fund to aid Cuban refugee students.	3,600,000	Colleges and universities.....	Do.
38. College work-study.....	Higher Education Act of 1965, title IV-C.	Provide part-time employment for college students.	134,100,000	.....do.....	Do.
39. Reserve contributions to guarantee agencies.....	Higher Education Act of 1965, title IV-B.	Help provide adequate loan insurance reserves to guarantee loans.	43,000,000	State or nonprofit private guarantee agencies.	Do.
40. Talent search.....	Higher Education Act of 1965, title IV-A.	Assist in identifying and encouraging promising high school graduates.	2,500,000	State, local education agencies, public or nonprofit organizations.	Do.
41. Educational opportunity grants.....	do.....	Assist qualified high school graduates to go to college.	112,000,000	Colleges and universities.....	Do.
42. Cuban refugee professional training.....	Migration and Refugee Assistance Act.	Provide refresher training programs for professional personnel.	500,000	.....do.....	DE's Division of Educational Personnel Training.
43. Foreign study.....	Mutual Education and Cultural Exchange Act.	Assist U.S. institutions in promoting language and area studies abroad.	500,000	.....do.....	DE's Division of Foreign Studies.
44. State statistical services.....	National Defense Education Act, title X.	Improve statistical services of State education agencies.	2,250,000	State education agencies.....	DE's Division of Data Sources and Standards.
45. Strengthening State education agencies.....	Elementary and Secondary Education Act, title V.	Improve leadership resources of State education agencies.	22,000,000	State education agencies and combinations thereof.	DE's Division of State Agency Cooperation.
46. Supervision and instruction.....	National Defense Education Act, title III.	Strengthen supervision and administration in State education agencies.	7,500,000	State education agencies.....	DE's Division of Plans and Supplementary Centers.
47. Public library services.....	Library Services and Construction Act, title I.	Extend and improve public library services.	35,000,000	State library administrative agencies.	OE's Division of Library Services and Educational Facilities.
48. Interlibrary cooperation.....	Library Services and Construction Act, title III.	Planning for establishment of cooperative networks of libraries.	375,000	.....do.....	Do.
49. State institutional library services.....	Library Services Construction Act, title IV-A.	Planning for improved institutional library services.	365,000	.....do.....	Do.
50. Library services to physically handicapped.....	Library Services and Construction Act, title IV-B.	Planning for improved library services to physically handicapped.	250,000	.....do.....	Do.
51. Civil defense adult education.....	Federal Civil Defense Act of 1950.	Provide information on civil defense procedures to the public.	4,055,000	Chief State school officers or State agencies.	DE's Division of Adult Education Programs.
52. Adult basic education.....	Adult Education Act of 1966.....	Provide literacy programs for adults.	30,000,000	State education agencies.	Do.
53. Occupational training and retraining.....	Manpower Development and Training Act of 1962.	Provide training programs to equip persons for work in needed employment fields.	123,700,000	Local school authorities (public, private nonprofit).	State vocational education agency (information from DE's Division of Vocational and Technical Education).
54. Vocational guarantee reserve funds.....	National Vocational Student Loan Insurance Act.	Provide adequate loan reserves for vocational student loans.	1,800,000	State and private nonprofit guarantee agencies.	DE's Division of Student Financial Aid.
55. Vocational work-study.....	Vocational Education Act of 1963, sec. 13.	Provide part-time employment opportunities for vocational education students.	10,000,000	High schools, colleges, vocational or technical schools.	State education agencies (information from DE's Division of Vocational and Technical Education).
56. Researcher.....	Cooperative Research Act (amended by ESEA, title IV).	Develop and strengthen programs for training educational researchers.	(*)	State education agencies, institutions, and organizations.	DE's Division of Research Training and Dissemination.

See footnotes at end of table, p. 505.

FEDERAL MONEY FOR EDUCATION: PROGRAMS ADMINISTERED BY THE U.S. OFFICE OF EDUCATION, FISCAL YEAR 1967—Continued

GROUP III: FOR TEACHER TRAINING AND STUDENT ASSISTANCE

Type of assistance	Authorization	Purpose	Appropriation	Who may apply	Where to apply
1. Handicapped teacher scholarships.	Mental Retardation Facilities Act, and others.	Improve training of persons responsible for the education of the handicapped.	(6)	Persons employed or preparing for employment as teachers, supervisors, etc., of handicapped.	Participating institutions (information from OE's Bureau of Elementary and Secondary Education).
2. Desegregation training grants.	Civil Rights Act of 1964.....	Improve ability of school personnel to deal with desegregation problems.	(6)	Teachers and other personnel of public schools.	OE's Office of Equal Educational Opportunities.
3. Experienced teacher fellowships.	Higher Education Act of 1965—Title V-C.	Improve the quality of education of elementary and secondary teachers and related personnel.	(7)	Experienced teachers planning to continue in elementary and secondary teaching careers.	Local school boards or participating institutions (information from OE's Division of Educational Personnel Training).
4. Prospective teacher fellowships.	do.....	Improve the quality of education of persons planning careers in elementary and secondary education.	(6)	Prospective teachers and school personnel in related professional areas.	Participating institutions (information from OE's Division of Graduate Programs).
5. Arts and humanities training grants (institutes).	National Foundation on the Arts and the Humanities Act of 1965.	Strengthen the teaching of the humanities and the arts in elementary and secondary schools.	\$500,000	Persons engaged in or preparing to engage in teaching or supervising or training teachers.	Participating institutions (information from OE's Division of Educational Personnel Training).
6. National Teacher Corps.....	Higher Education Act of 1965—Title V-B.	Strengthen educational opportunities of children in low-income areas.	(6)	Qualified teachers and prospective teachers.	Participating institutions (information OE's National Teacher Corps).
7. Study abroad.....	Mutual Educational and Cultural Exchange Act.	Improve teacher competence and curriculums in modern foreign languages and area studies.	721,000	Teachers and supervisors of foreign languages-area studies (minimum 5 years experience).	OE's Division of Foreign Studies.
8. Summer seminars abroad.....	do.....	Improve quality of instruction in modern foreign languages and area studies in the United States.	178,000	Secondary school and college languages-area studies teachers (minimum 2 years experience).	Do.
9. Counseling and guidance training grants (institutes).	National Defense Education Act, title V-A.	Improve counseling of students in schools and college.	(2)	Persons engaged in or preparing to engage in counseling and guidance of students.	Participating institutions (information from OE's Division of Educational Personnel Training).
10. Teacher training grants (institutes).	National Defense Education Act, title XI.	Improve the quality of teachers, school librarians, other specialists.	(10)	Teachers, teacher trainers, and supervisors in 12 areas.	Participating institutions (information, OE's Division of Educational Personnel Training).
11. Foreign teacher development..	Mutual Educational and Cultural Exchange Act.	Provide opportunity for foreign educators to observe U.S. methods, curriculum, organization (elementary and secondary).	420,000	Foreign educators (administrators, teachers, teacher trainers, education ministry officials).	U.S. embassies, educational commissions, foundations abroad (information from OE's International Exchange and Training Branch).
12. Teacher exchange.....	do.....	Improve and strengthen relations between United States and foreign nations by exchange of teachers.	350,000	Elementary and secondary teachers college instructors and assistant professors.	OE's Teacher Exchange Section, International Exchange and Training Branch.
13. Captioned films—training grants.	Captioned films for the deaf.....	Improve quality of instruction available to deaf persons.	(2)	Persons who will use captioned film equipment.	OE's Division of Research Training and Dissemination.
14. Graduate fellowships.....	National Defense Education Act, title IV.	Increase the number of well-qualified college teachers.	81,957,000	Prospective college teachers working toward doctoral degrees.	Participating institutions (information, OE's Division of Graduate programs).

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15. College work-study.....	Higher Education Act of 1965, title IV.	Provide part-time employment for college students.	(1)	College students.....	Participating institutions (information OE's Division of Student Financial Aid).
16. Foreign language fellowships..	National Defense Education Act, title VI.	Train college teachers of modern foreign languages and area studies.	(1)	Undergraduate, graduate, and post-doctoral students trained in modern foreign languages.	Participating institutions (information from OE's Institutional Support Branch, Division of Foreign Studies).
17. Student loans.....	National Defense Education Act, title II.	Provide for low-interest loans to college students.	190,000,000	College students.....	Participating institutions (information, OE's Division of Student Financial Aid).
18. Educational opportunity grants.	Higher Education Act of 1965, title IV-A.	Assist qualified high school graduates to go to college.	(1)	Promising high school graduates and college undergraduates of exceptional financial need.	Participating institutions (information from OE's Division of Student Financial Aid).
19. Study abroad.....	Mutual Educational and Cultural Exchange Act.	Assist U.S. institutions in promoting language and area studies.	(1)	Professors, college, and secondary school teachers.	Participating institutions (information, OE's Division of Foreign Studies).
20. National teaching fellowships.	Higher Education Act of 1965, title III.	Augment the teaching resources of developing institutions.	(1)	Highly qualified graduate students or junior faculty members from established institutions.	Participating institutions (information from OE's Division of College Support).
21. Study abroad.....	Mutual Educational and Cultural Exchange Act.	Improve instructional programs in NDEA language and area centers. Develop competence in language and area studies for graduate students preparing for college teaching.	640,000	Center faculty members.....	OE's Division of Foreign Studies.
22. Study abroad.....	do.....	Provide student loan program through commercial lenders.	610,000	Graduate students preparing for college teaching of non-Western language and area studies.	Do.
23. Insured loans and interest benefits.	Higher Education Act of 1965, title IV-B.	Improve capabilities of educational media specialists and others using such media at college level.	(1)	College students.....	Participating lenders (information, OE's Division of Student Financial Aid).
24. Educational media personnel training grants (institutes).	do.....	Provide specialist training to foreign educators and strengthen education and economy in developing nations.	2,500,000	Those who will use educational media for instruction at undergraduate level.	Participating institutions (information from OE's Division of College Support).
25. Technical assistance, training grants.	Act for International Development of 1961.	Aid needy Cuban refugee college students to finance their education.	3,000,000	Foreign nationals from countries with which the United States has bilateral technical assistance agreements.	AID mission with concurrence local education ministry (information from OE's International Exchange and Training Branch).
26. Cuban student loans.....	Migration and Refugee Assistance Act.	Increase opportunities throughout the Nation for training in librarianship.	(1)	Cubans who became refugees after Jan. 1, 1959.	Participating institutions (information, OE's Division of Student Financial Aid).
27. Librarian fellowships and traineeships.	Higher Education Act of 1965, title II.	Aid Cuban refugee teachers and other professional personnel who need assistance for further study.	(1)	Fellows and others undergoing training in librarianship and related fields.	Participating institutions (information from OE's Division of Library Services and Educational Facilities).
28. Cuban professionals retraining grants.	Migration and Refugee Assistance Act.		(1)	Cuban refugee teachers, physicians, and other professional personnel.	Participating institutions (information from OE's Division of Educational Personnel Training).

See footnotes at end of table, p. 505.

FEDERAL MONEY FOR EDUCATION: PROGRAMS ADMINISTERED BY THE U.S. OFFICE OF EDUCATION, FISCAL YEAR 1967—Continued

GROUP III: FOR TEACHER TRAINING AND STUDENT ASSISTANCE—Continued

Type of assistance	Authorization	Purpose	Appropriation	Who may apply	Where to apply
29. Leadership and vocational training grants.	Government and relief in occupied areas.	Provide opportunities for Ryukyuans to observe and study in the United States to improve education, economy.	\$21,711	Ryukyuan nationals selected by their government.	Ryukyu Island government in cooperation with High Commissioner (Information from OE's International Exchange and Training Branch).
30. Vocational work-study.....	Vocational Education Act of 1963, sec. 13.	Provide part-time employment for young people to help them begin or continue vocational training.	(20)	Vocational education students.....	Participating institutions (Information from State education agencies or OE's Division of Vocational Technical Education).
31. Occupational training and retraining.	Manpower Development and Training Act.	Train skilled workers in all sections of the Nation.	(21)	Persons referred by State employment services.	Participating institutions (Information from OE's Division of Manpower Development and Training).
32. Vocational loans and interest benefits.	National Vocational Student Loan Insurance Act.	Provide loan program for vocational school students through commercial lenders.	(22)	Vocational students.....	Participating lenders or schools (Information from OE's Division of Student Financial Aid).
33. Vocational teacher training grants.	Smith-Hughes, George Barden, Vocational Education Acts.	Improve qualifications of vocational education teachers.	(1)	Teachers of vocational education subjects.	Participating institutions (Information from State boards of vocational education or OE's Division of Vocational-Technical Education).
34. Adult basic education teacher training grants.	Adult Education Act of 1966.....	Improve qualifications of teachers of adult basic education courses.	(23)	Teachers and teacher trainers of adult basic education courses.	Participating institutions (Information from OE's Division of Adult Education Programs).
35. Researcher training grants.....	Cooperative Research Act (amended by ESEA title IV).	Improve qualifications of educational researchers.	6,500,000	Present and prospective researchers in education.	Participating institutions (Information from OE's Division of Research Training and Dissemination).

GROUP IV: FOR RESEARCH

1. Comparative education research. Special foreign currency program (Public Law 480).	Use counterpart funds for educational research of value to the United States and other nations.	\$500,000	Ministries of education and colleges and universities abroad.	OE's Division of Higher Education Research.
2. Curriculum research (general) Cooperative Research Act..... (arts and humanities).	Support research on the improvement of curriculum, including arts and humanities at all levels.	16,085,000	Colleges, universities, State education agencies, private or public groups, or individuals.	OE's Division of Elementary and Secondary Research (Arts-Humanities: Division of Laboratories and Research Development).
3. Curriculum research (demonstration and development).do.....	Support research—demonstration and development—on school curriculum improvement.	3,000,000	(Same as IV-2).....	OE's Division of Elementary and Secondary Research.

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4. Curriculum research (dissemination).do.....	Support dissemination of research to improve curriculum.	2,415,000do.....	Do.
5. Deaf education research.....	Captioned films for the deaf.....	Research and demonstration; includes film production.	450,000	Colleges, universities, foundations, agencies, organizations.	OE's Division of Research Training and Dissemination.
6. Educational media research...	National Defense Education Act, title VII.	Support research on educational uses of television, radio, motion pictures, other media.	4,400,000	Grants: Public or nonprofit institutions, individuals; contracts: public agencies, individuals.	Do.
7. Foreign language research....	National Defense Education Act, title VI.	Support research on improved instruction in modern foreign languages and teaching methods.	3,100,000	Colleges, universities, professional associations, public school systems, and individuals.	OE's Division of Higher Education Research.
8. Handicapped research and demonstration.	Mental Retardation Facilities Act, and others.	Promote research and demonstration on education of the handicapped.	6,100,000	State education agencies, local school districts, nonprofit private organizations, public groups.	OE's Division of Elementary and Secondary Research.
9. Library research and demonstration.	Higher Education Act of 1965, title II-B.	Research and demonstrations on libraries and library personnel training.	3,550,000	Colleges and universities, agencies, and organizations.	OE's Division of Research Training and Dissemination.
10. Research and Development Centers.	Cooperative Research Act (amended by ESEA, title IV).	Support research on the major problems of education.	29,600,000	.....do.....	OE's Division of Laboratories and Research Development.
11. Vocational research.....	Vocational Education Act of 1963, sec. 4(c).	Develop research and training, experimental and pilot programs for special vocational needs.	10,000,000	State education agencies, colleges, and universities, local education agencies.	OE's Division of Adult and Vocational Research.

¹ See II-10.

² See II-13.

³ See III-11.

⁴ See III-35.

⁵ See II-19.

⁶ See II-12.

⁷ See II-23.

⁸ See II-24.

⁹ See II-22.

¹⁰ See II-17.

¹¹ See II-38.

¹² See IV-7.

¹³ See II-41.

¹⁴ See II-43.

¹⁵ See II-34.

¹⁶ See II-39.

¹⁷ See II-37.

¹⁸ See II-26.

¹⁹ See II-42.

²⁰ See II-55.

²¹ See II-53.

²² See II-54.

²³ See II-52.

Note.—Discrimination prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." All programs cited herein, like every other program or activity receiving financial assistance from the Department of Health, Education, and Welfare, operate in compliance with this law.

